

A Monthly Magazine of Educational Topics and School Methods

For the Grades, High School and College.
27th Year of Publication.

SPECIAL DAY OF PRAYER FOR MEXICO

The following suggestions, made by Father Edward F. Garesché, S. J., are not only opportune but practical. They can readily be carried out in our schools and colleges.

OW that the patronal feast of our nation, the eighth of December, the Feast of

the Immaculate Conception, is drawing near once more, Rev. E. F. Garesché, S. J. says: "It is timely to renew the suggestion, made last year and which was quite widely carried out, that December 8th should be kept as a day of special prayer and effort in

behalf of the suffering and martyred Church in Mexico.

"Our Holy Father, in words recently uttered to a representative of the Catholic press in the United States, declared: 'Nothing like this persecution has ever been known in history, not even in the first centuries of the Church. For then, even under Nero, Caligula and Domitian, there was no general persecution of private religion in homes, the catacombs or the cemeteries. But now in Mexico, nothing that is Catholic is tolerated, not even the private celebration of the Mass and the administration of the sacraments, punishment for which has in many cases been the death penalty, and always fines, imprisonments and murderous outrages.'

"The Holy Father goes on to say: This people of confessors and martyrs finds hardly a soul to respond to their cry for aid to save them from utter ruin, and to save all civilized nations, and indeed the whole human race, from the infamy of a savage persecution now being tolerated in the twentieth century, the boasted era of civilization

and progress.'

"My suggestion is that every Catholic individually and that parishes and SCHOOLS AND COLLEGES collectively, celebrate the feast of the Immaculate Conception by prayers and special devotions for our suffering brethren in Mexico, and at the same time that each one write a personal letter to the President of the United States or to the senator or congressman from the district, asking simply that the influence of the United States government be employed to find, in the words of the Pope, 'an opportune remedy for this disastrous social catastrophe in our neighboring nation'. This prayer, and the writing of this personal letter, will be a personal service which each one can render, and, 'if the whole press', says the Holy Father, 'the whole nation of the United States, can find an opportune remedy for this disastrous social catastrophe, it will merit glory in the history of civilization and religion'."

Zealous teachers can readily get their whole class to offer Mass and Communion for this intention, and it will be a very good exercise both in zeal and composition to get the members of the class all to write a nice, respectful letter to the President, in their own words, asking him to find a remedy for poor suffering Mexico.



Important New Text-Books for Catholic Schools By Catholic Authors

RELIGION

OUR SACRAMENTS. Instructions in Story Form for use in the Primary Grades with Colored Drawings Accompanying Text According to Modern Educational Methods. By Rev. William R. Kelly, Author of "Our First Communion" and "The Mass for Children." 128 pages, 5x7 in. Colored Illustrated. Paper covers. 7 full-page colored pictures, 42 pictures in the text (10 colored, 32 black and white) after original drawings. List price, 30,60. Net Price to Schools, \$0,45. Special Introduction Price, Net, \$0.42.

ASSIGNMENTS and DIRECTIONS in the STUDY of RELI-GION. Book I. "The Sacraments." By Sister M. Mildred, O.S.F., Ph.D., Supervisor, Sisters of St. Francis, Glen Riddle, Pa. The Child's Companion Book to Rev. William R. Kelly's "Our Sacraments." Copybook style. Size 8x10½ in. Printed in clear legible type on good paper, ruled, suitable for pen or pencil. List price, 80.30. Net to Schools, 80.22½. Special Introduction Price, \$0.21.

OUR FIRST COMMUNION. Instructions in Story Form with Colored Drawings Accompanying Text, According to Modern Educational Methods. Based on Essential Requirements, Canon 854 of the New Code of Canon Law.

THE MASS FOR CHILDREN. Instructions in Story Form for Use in the Primary Grades with Colored Brawings accompanying Text according to Modern Educational Methods. Both books by Rev. William R. Kelly. 64 pages. Paper cover of heavy paper. India tint, 18 pictures in 3 colors, 18 in black and white. Each, list, 32 cents. Net to Schools, 24 cents. Special Introduction Price, 223/cc.

THE DEFENSE OF THE CATHOLIC CHURCH. Combined with a Study of the Life of Christ Based on the Gospels. A Textbook for Colleges and Universities. By Francis X. Doyle, S.J., Professor of Philosophy and Apologetics, Georgetown University. With the Complete Text of the Four Gospels having Passages Relating to the Divinity of Christ and the Church in Outstanding Types and with a Map of Palestine. Svo. Cloth. Net, \$2.75. Discount allowance to Colleges.

SPELLING

MODERN PAROCHIAL SPELLERS. By Margaret Madden, A.M., District Superintendent, Chicago, Former Principal, Doolittle School, and Sister Jam Stanlislaus, Sisters of St. Joseph of Carondelet, St. Louis, M

TWO-BOOK SERIES: (cloth) Elementary Grades (2-4), List Price, \$0.56; Net Price to schools, \$0.42. Special Introduction Price, Net, \$0.39\%, Grades (5-8), List Price, \$0.68; Net Price to schools, \$0.51. Special Introduction Price, Net, \$0.47\%.

Seven-Book Series.

UNITED STATES HISTORY

AMERICA'S STORY. A history of the United States for the lower grades of Catholic schools. By Win. H. J. Kennedy, Ph.D., Dean, Teachers College, City of Boston, and Sr. M. Joseph, Ph.D., Sisters of St. Dominic, Caldwell, N. J. 544 in. x 744 in. x 8 pages, 190 illustrations, 6 full-page maps in colors, 26 maps in text. List Price, \$1.12. Net Price to schools, \$0.84. Special Introduction Price, \$0.785\%; Teacher's Manual to Accompany, "America's Story," List Price, 25c.

OLD-WORLD FOUNDATIONS OF THE UNITED STATES. A Text for Catholic Parochial Schools. By the Authors of "America's Story." 54 in. x 734 in. 362 pages. 2 full-page colored illustrations, 190 illustrations in black and white. 2 full-page maps in colors, 25 maps in the text. Cloth, Ink Stamped Design on Front Cover. List Price, \$1.28. Net Price to Schools, \$0.96. Special Introduction Price, Net \$0.89%.

THE UNITED STATES. A history of the United States for the upper grades of Catholic schools. By the authors of "America's Story." 534 in. x 734 in. 681 pages, 365 illustrations. 12 full-page maps in colors. 57 maps in text. List price, \$1.60. Net Price to schools, \$1.20. Special Introduction Price, Net, \$1.12. Teacher's Manual to Accompany "The United States." List Price, 25c.

BENZIGER BROTHERS

NEW YORK 36-38 Barclay St. CINCINNATI 429 Main St. CHICAGO 205-207 W. Washington St.

THE AMERICAN READERS FOR CATHOLIC SCHOOLS

By the Reverend James Higgins and the School Sisters of Notre Dame and Mary Christina Austin

The aims and objectives of this series are: to assist the child to acquire the fundamental processes of reading by training him to recognize, pronounce, and interpret with facility and accuracy the words of the written or printed page; to provoke clear thinking; to inculcate sound ideals and spiritual thought; to build on a child's experiences; to stimulate interest; to create and endow happiness; to cultivate appreciation.

Books Now Published: Primer, First Reader, Second Reader, Teacher's Manual

D. C. HEATH AND COMPANY

BOSTON

DALLAS

NEW YORK

CHICAGO

ATLANTA

SAN FRANCISCO

LONDON

Portraits of Great Americans for your School Without Cost

Coolidge

By our simple plan, without cost to yourself or pupils, your school may have permanent possession of one or more of these beautiful portraits of Great American Statesmen (including, besides Washington and Coolidge, portraits of Harding, Bryan, Wilson, Lincoln and Robert E. Lee), framed in beautiful Circassian or Polychrome Frames, 12x20 inches, complete with convex glass.

Every school in America should hang on its walls one or more of these beautiful Portraits of America's most distinguished public men, now that the opportunity presents itself temporarily of securing them without cost.

They will help to develop in the minds of your pupils a knowledge and understanding of American history, and instill an appreciation of the services of our great leaders in times of national crises.

times of national crises.

No child who becomes familiar with the great leaders and epoch-making events of American history will ever be anything but a true American citizen, and the teacher who brings such powerful influences as these Patriotic Pictures into his or her schoolroom deserves the thanks of the entire community.



Washington

SEE HOW EASY IT IS!

Here are the details of the simple and successful plan by which hundreds of schools have become owners of one or more of these handsome

Just fill out and mail the coupon below and we shall send you, postage

prepaid, one gross (144) high grade No. 2 Soft Lead Pencils. Your pupils will easily and quickly sell them to their friends and acquaintances for five cents each. Send us the money received for the pencils (\$7.20) and we shall immediately ship you, charges prepaid, your choice of these Portraits.

Your Pupils Wish These—If



BASKET BALL



FOOT BALL



VOLLEY BALL

Genuine Cowhide Leather Fitted with Best Rubber Bladders Manufactured





PENCIL SHARPENER

Large Size

A Necessity in Every School Room. Can Be Adjusted to Sharpen Any Size Pencil.

SPECIAL

For the sale of 1½ gross (216 lead pencils), amounting to \$10.80, we will give you your choice of Two Premiums.

EXTRA SPECIAL

For the sale of 2 gross (288 lead pencils), amounting to \$14.49, we will give you your choice of Three Premiums.

SEND THE COUPON AT ONCE
Orders outside the United States must be accompanied by money order in full.

American Novelty Co.

Original Playground Equipment House
506 Produce Exchange Bldg., MINNEAPOLIS, MINN.

FREE PREMIUMS MEASURING PENCIL FOR THE BOY

View of the pencil extended as a ruler, measuring 12 inches

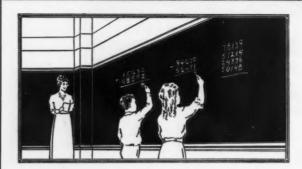
1/4 Actual Size

View of pencil collapsed for writing, normal pencil length

To the boy of the school who sells the most pencils this useful novelty will be given free.

Here is something new in way of a novelty pencil which every pupil in the school will want to own. It is a metal, polished like silver, propelling pencil in which the lead is screwed in or out as required and in addition it pulls out making an accurate 12 inch measuring rule. It is scaled for inches on one side and for smaller spaces on the other. The

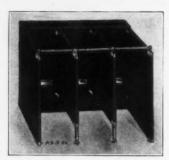
pocket clip holds it firmly in the pocket.	ie other. The
AMERICAN NOVELTY CO., 506 Produce Exchange Bldg., Minneapolis, Minn.	Nov. '27
!	19
Gentlemen:—Please mailgross of Lead Pencils to I pupils at five cents each, for which we are to receive Al and postage prepaid, our choice of the Premiums you remittance is made within 60 days we are to receive the for the pupil selling the most pencils.	bsolutely Free offer, Also if
State Article Wanted	
Name	
P. O. Address	
1	



Natural Slate Blackboards

are Smooth, Jet-black Durable and Sanitary

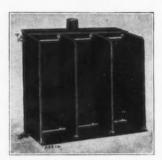
Write for price and Blackboard Booklet



Sanitary Slate Fixtures

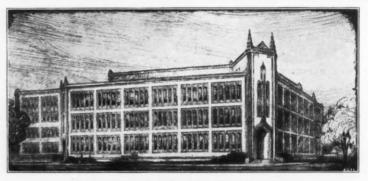
Sanitary in fact because non-absorbent and built to ventilate

Catalog "B" yours for the asking



Keenan Structural Slate Company, Offices: National Bank Bldg.

Temperature and Humidity Control



NEW HOLY ANGELS ACADEMY, MILWAUKEE, WIS.

 $\mathbf T$ HIS important problem has been solved in the following new buildings for which contracts have been made for the JOHNSON SYSTEM:

St. Matthew's School, Allouez, Wis.
St. John's School, Antigo, Wis.
St. Mary's School, Burlington, Wis.
St. Joseph's School, Cudahy, Wis.
St. Francis School, DePere, Wis.
St. Ann's School, Francis Creek, Wis.
Columbus Club, Green Bay, Wis.
St. Peter & Paul School, Green Bay, Wis.
St. Thomas School, Kenosha, Wis.
St. Casimer's School, Kenosha, Wis.

St. James School, Kenosha, Wis.
Holy Rosary, Kewaunee, Wis.
Sacred Heart High School, Madison, Wis.
St. Mary's School, Manitowoc, Wis.
St. Sebastian's School, Manitowoc, Wis.
St. Joseph's School, Marinette, Wis.
St. Alexander's School, Milwaukee, Wis.
St. Barbara's School, Milwaukee, Wis.
St. Elizabeth's School, Milwaukee, Wis.
St. Elizabeth's School, Milwaukee, Wis.
St. Gerard's School, Milwaukee, Wis.

St. Mary Magdelene School, Milwaukee, Wis. St. Michael's School, Milwaukee, Wis. St. Rose's School, Milwaukee, Wis. Sisters of Mercy High School, Milwaukee St. Stanislaus School, Milwaukee, Wis. Holy Angels High School, Milwaukee, Wis. School for Dominican Fathers, Milwaukee, St. Catherine's School, Racine, Wis. St. Edward's School, Racine, Wis. St. Edward's School, Racine, Wis. St. Stanislaus School, Stevens Point, Wis.

THE FUEL SAVING ALONE OF 15 TO 35 PER CENT WITH JOHNSON HEAT CONTROL PAYS FOR ITS INSTALLATION THE FIRST FEW YEARS, AND REMAINS AN ECONOMY FACTOR EVER AFTER

Authorities agree that the maintaining of proper temperature conditions in the school room is the important essential of a heating and ventilating system.

Milwaukee JOHNSON SERVICE COMPANY, Wisconsin

Branch Offices in all Large Cities

Carich them with Laboratory Work

IN BUSINESS and in the home, in these days of rapid change, knowledge of science is essential. The electric iron, the vacuum cleaner, the Frigidaire, all these modern appliances, depend for their intelligent operation on a knowledge of basic facts of science. In business and in the professions, too, science plays a new and more important part each year.

Physics, Chemistry, Biology — three fundamental sciences. Teach them *all* with individual laboratory work, the accepted method of experienced teachers.

You will be surprised to learn how little you need spend for an equipment which will give your pupils the advantages of real laboratory work. Write for details on the Harcourt Planning Service for School Laboratories.

This method of checking equipment against an established standard has helped many Catholic High Schools increase the value of limited appropriations. There is no obligation.

L.E.KNOTT APPARATUS COMPANY

CAMBRIDGE MASSACHUSETTS

Harcourt Laboratory Equipment

STANDARD for EDUCATION SINCE 1895

presenting— The AMPICO SYMPHONIQUE



A New Instrument at a New Low Price

OW, for the price of a fine Baby Grand, you can get much more! You can own the new AMPICO SYMPHONIQUE! Two instruments in one: an exquisite Baby Grand for your own playing, plus the superb reproducing Ampico which has been selected by a preponderant majority of schools; colleges and leading educational institutions, to illustrate their musical appreciation courses what And at a price nearly \$500 less than any Ampice Grand ever offered before!

The Ampico Symphonique is a dainty Baby Grand in satin brown mahogany inlaid with delicately contrasting rare woods, —which in quality of tone, charm of design and beauty of finish, may be compared to the finest instrument you have ever seen.

It contains the very same Ampico reproducing mechanism with which the most expensive instruments are equipped.

You know the AMPICO. You realize that in the world of music it stands alone,—without an equal,—the only instrument that fully and adequately re-enacts the exact tone, touch and personality of the great planists. It is now obtainable at a cost you will never miss.

FREE RECORDINGS. To every purchaser of an AMPICO SYMPHONIQUE we make this unusual offer: Each month, for a period of a year, we will present you with beautiful recordings chosen by a committee of well-known musicians.

THE AMPICO CORPORATION

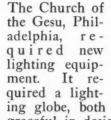
Educational Department

29 WEST 57th STREET

NEW YORK



The Beautiful Church of the Gesu Installs Celestialite



ing globe, both beautiful and graceful in design. The light itself must be strong and clear, yet glareless and soft. It must be a light that can be looked at without hurting the eyes.

Accordingly rigid lighting tests were made and Celestialite was installed. Celestialite met specifically every requirement

A lighting glass built in 3 layers, Celestialite is man's best substitute for

Institutions such as these have installed Celestialite

Columbia University, New York Rensselaer Polytechnic Institute, Troy, New York Princeton University Wesleyan University St. Lawrence Parish School, Pittsburgh

City

Daylight. A marvelously soft white radiance, you can look at it without hurting your eyes. It actual-

ly rests the eyes and promotes the comfort and well-being of all those using it. Particularly adaptable to schools and churches. Celestialite is widely used classroom and laboratory work.

Mail the coupon for Catalogue and free fragment showing scientific 3 layer construction. Gleason-Tiebout Glass Co., 200 Fifth Ave., New York City.



CELESTIALITES
Three Layers:

(1) Of crystal clear transparency—for body and strength.
(2) A layer of white glass—to diffuse the rays and soften the light.

(3) A layer of blue glass—to whiten, clarify and perfect the light.

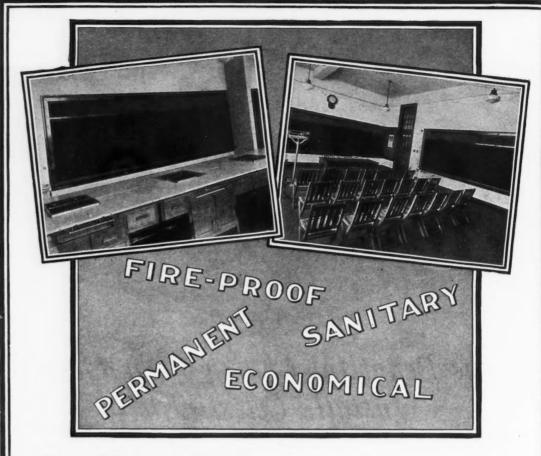
1	Gleason-Ti	ebout Glas	Co. (Cele	stialite Division
	200 Fifth	Ave., Ne	w York Cit	у

Kindly send me free Catalogue and fragment of Celestialite showing its three layer construction.

Name	* 1		 							•	٠								•	
Addres	S	,	 	 						•										

CELESTIALITE

MAN'S BEST SUBSTITUTE FOR DAYLIGHT



No Wear-Out! · · No Depreciation!

Natural Slate Blackboards Are Always Like New

The first cost of Natural Slate Blackboards is their only cost.

That's why school authorities, builders and architects, throughout the country, in most every case, insist that the boards are of Natural Slate.

In Young America's Schools, hard usage is inevitable. Natural Slate Blackboards meet all requirements.

Select Natural Slate for that next Blackboard Installation.

Natural Slate Blackboard Co.

136 Robinson Ave., Pen Argyl, Pa.

BRANCH OFFICES

BOSTON PITTSBURGH CLEVELAND

NEW YORK CITY KANSAS CITY MINNEAPOLIS

BUFFALO TORONTO MEMPHIS

WASHINGTON CHICAGO NEW ORLEANS

NATURAL SLATE BLACKBOARDS



A Remarkable Letter

W. J. Hamilton, Superintendent of Schools, Oak Park, Ill., wrote:

"The arm rest on the desks is the best thing that we have found to insure erect posture, and the pupils assure us that the seats are more comfortable and more convenient for desk work through the addition of this arm rest. Our Board is placing a large order for further installations of this type desk.

"It is the judgment of our building department, our teachers, and interested parents that the National School Equipment seating types meet our requirements the best of any. The workmanship is of the very best, quality of wood and materials is not equalled by any other makes that we now have, while the hygienic physical features are the best of any seating that we have in stock."

All These Advantages

- -Available working surface more than doubled.
- -Full support for the back while writing.
- —Arm supported while writing, resulting in better penmanship and less fatigue and nervous strain.
- —Correct posture, encouraged by this Arm, insures protection from direct and reflected glare on the eyes.
- -No necessity to twist body or incur strain on the

For complete information regarding the Moeser Extended Arm on School Desks, or concerning any other design of School Desk, write for circulars.

Ge

National School Equipment Co.

Manufacturers of Complete School Equipment

Port Washington, Wisconsin



A connecting link between church and home

When a business concern gets on the trail of a prospect, a series of messages makes him conscious of what that business



concern has to offer. And continuity brings the order.

What more important than Our Father's business?

Why not continuity of messages to keep people conscious of their church, its activities, its importance? At a cost of about 25c for 1000 messages.

The Rotary Lettergraph

the simplest and lowest priced rotary duplicating device on the market, is performing regularly for thousands of business concerns. It produces copies of typed or handwritten material (pictures and music included) with consistent satisfaction; it can produce from 20 to 1000 copies, postcard to letter size. And it costs but

\$35 complete

For programs, announcements, church-school lessons, words of songs, and scores of other things, it is without an

equal at its price. Sold with our guarantee of satisfaction or money back.

10-day trial offer

Test the Rotary Lettergraph on your own work under your own conditions. If you like it, pay

us \$35 at to days. If the back. Fair the coupon.

us \$35 at the end of 10 days. If not, send it back. Fair enough? Use the coupon.

We Heyer Duplicator Co., Inc.

913 W. Jackson Blvd., Chicago, Ill.

Established 1903

Listabilisited 1993
THE HEYER DUPLICATOR CO.
913 W. Jackson Blvd., Chicago, Ill.
Send me the Lettergraph on 10 day trial. At the end of that time, I will either pay you \$35 or return the machine.
Send me details of the Rotary Lettergraph and samples of its work, without obligation.
· ·
Name
Address
Town State



Leading Purveyors

to the

Institutional Table

Forty-four years' experience in supplying Quality Food Products for institutional requirements has perfected our service and our values beyond ordinary comparison.

> Our Edelweiss trademark has become the symbol of fine quality foods economically packed. Wherever close and intelligent buying prevails, our Catalog is of interest.

JOHN SEXTON & CO.

Importers

Manufacturers

Wholesale Grocers CHICAGO



Ease Despatch Reliability

Whoever buys books in quantity, whether for classroom use or school library, realizes the convenience of obtaining all books from one source. There is less confusion in selecting, in ordering, and in record keeping. All books are ordered at once and are sent in one shipment, at one charge.

Because we have the books of all publishers under one roof, immediately available, we can fill orders with unequalled promptness. One of our Southern customers says that ordering from us is "like rubbing a magic lamp". Our remarkable equipment and facilities guarantee punctuality.

To help you order we have compiled our "Catalogue of School and College Text Books" and "A Graded Guide to Supplementary Reading". Send for them; they are free.



Catholic School Department

THE BAKER & TAYLOR CO.

Wholesale Dealers in the Books of all Publishers
55 Fifth Ave. NEW YORK At Twelfth St

NEW!

The ROSARY READERS

A splendid new series, written especially for Catholic schools. Already available, *The Primer, The First Reader*, and *The Second Reader*. Eventually a complete reading program.

The New CORONA FIRST READER

The latest addition to the widely-used Corona Readers, with subject-matter that is unexcelled in originality and variety.

Ginn and Company

Boston New York Chicago Atlanta Dallas Columbus San Francisco Vol. XXVII, No. 6

MILWAUKEE, WIS., NOVEMBER, 1927

SUBSCRIPTION, \$2-PER YEAR

Current Educational Notes

By "Leslie Stanton," (A Religious Teacher)

EDUCATION AND THE PRACTICALITIES.—Dr. Charles Gray Shaw, professor of philosophy at New York University, has seen fit to select a method of expression that has the effect of making what he says appear invidious. Possibly he had no expectation that his declarations in a recent outgiving would be taken literally, and his object was merely to impart emphasis—to attract attention. He began by observing: "The great need of edu-

He began by observing: "The great need of education is less of it—less education and more energy." This cryptic utterance formed his prelude to

the following:

"Instead of having professors exchange chairs in their respective colleges, it would be better to have the professor swap his chair for the desk of a business man. Business men do not know the rules of syllogism, but they reason better than teachers of logic. They have to do it. These men of affairs may not be so familiar with foreign languages, but they speak and write better English than those who teach rhetoric. They have to, or business would fall off or go the wall. The captain of affairs is doubtless so weak in economics that he would flunk a sophomore examination, but he knows how to make the thing the professor talks about. The college ought to set up practical relations with the world, not for the world's sake but for its own."

Do business men in fact reason better than teachers of logic? Is it in accordance with experience in general to affirm that men of affairs speak and write better English than those who teach rhetoric? Obviously the truthful answer to both of these questions is "No." As for Dr. Shaw's assertion that "the college ought to set up practical relations with the world," it will not be denied, but may be rebuked in the words of Oliver Wendell Holmes to

the katydid:

"Thou say'st an undisputed thing In such a solemn way!"

To sum up, Dr. Shaw has made asseverations which are manifestly false merely to gain attention for a truism—that the colleges should teach what needs to be known, and should teach what needs to be known in such a manner that it shall be applied. This is the aim of education at the present day, to an extent never witnessed in any previous age. Education is dealing less with abstractions and more with the concrete than ever before. It has "set up practical relations with the world."

A HOLIDAY FROM SCIENCE?—The Anglican cleric who proposes a ten-year cessation from

scientific research for the purpose of enabling the world to catch up with its material progress has provoked rejoinders. One of the many finding fault with his recommendation is an American college president who diagnoses the situation thus: "This is an age of science, but it is far from being a scientific age; and it is spiritually powerless because it is partially scientific, not because it is too scientific."

The talk of theorists will go on, and much of it, as usual, will be empty talk. Meanwhile the work of the world, in its various directions, will go on too. There will be no ten-year cessation of any branch of human activity due to the fear of somebody that in this or that department of progress accumulators of knowledge are amassing new information at a rate that is injuriously rapid.

Not knowledge, but conceit, may indeed exert an evil enfluence at times—an obsession on the part of individuals fancying themselves qualified to utter finalities in the name of science. But this conceit is nothing new, nor does its evil influence last very long or extend very far. Sooner or later every normal man is likely to turn upon presumptious pseudo-scientists with the sarcasm of Job and ask them, "Are you then men alone, and shall wisdom die with you?"

Moreover, the average man who looks about him is likely to see much which conveys assurance that the world is not "spiritually powerless", though now as at every period of which history preserves a record it contains individuals heedless of things of the spirit. Now as heretofore there are those who preserve the Faith. The world is in a state of unstable equilibrium, but has it ever been in any other state since the Almighty Father sent it "bowling through the vast profound"? What is more reasonable than the confidence that at least for the immediate future it will continue to right itself as it rolls along?

THE IMPULSE TO HELP.—The usefulness of young teachers sometimes is impaired by a habit of unreflecting response to a prompting of their natures indispensable as a qualification for the teaching profession—the impulse to help. Ideal results with pupils are impossible where the teacher allows this impulse unrestricted play. Success in teaching is measured by the extent to which pupils learn. Many things are best learned by doing, and can be mastered in no other way. Teachers must withhold assistance where assistance would be superfluous or injurious. They must not take upon themselves the

execution of tasks properly set for the pupil—tasks whose performance is indispensable to the process

Of course as a rule it is only younger teachers who have not discovered for themselves the futility and inexpediency of taking the pupil's work out of his hands and thereby robbing him of opportunity. Here and there, however, are older teachers who from the best of motives pursue a practice equally deleterious—that of challenging every slip in a recital and marking all the errors in every written exercise. Tact must be used to avoid confusing and discouraging pupils and to spur them to their best endeavors. The hill of learning is a steep ascent, to be climbed little by little. It is not expected that those near the bottom will mount by a single bound to the top.

Imagine an illustrative example: A juvenile student of English is making an early attempt at expression. He has undertaken to write a story about his dog. When he brings the achievement to his teacher, she makes a serious mistake if she goes to the pains of marking every word in the composition that is incorrectly spelled. It may be that the little fellow is a budding genius, with a vocabulary beyond his years, though as yet a neophyte in ortho-There may be words in his composition correctly used but incorrectly spelled-words not in the lessons assigned to his grade, which will not be reached, as far as spelling is concerned, till he and his class-mates have taken up the work of a succeeding year. Is it wise for the teacher to expend time and labor in indicating imperfections as if the object in view were the demonstration of her own knowledge of English spelling? The object in view is merely the educational advancement

of "Little Willie".

Clearly the logical and right procedure is to mark only those misspelled words which belong in the vocabulary assigned to little Willie's grade, and let the rest await "the fullness of time". Little Willie will learn by doing. The process will be slow, perhaps, but sure. He would be retarded in his educational career if always under the guidance of teachers who have not trained themselves to restrict within judicious limits the exercise of their benevolent impulse to help.

WHY NOT SPEAK ENGLISH? — George Moore, the Irish novelist, is said to rank highest, or at least very near the top, among contemporary users of pure English. In a letter to the London Times he protests against the practice of employing French words in English speech when there are English words which as well or better convey the meaning. Here is part of what he says:

"We should preserve our language from adulteration, and check the word 'resume', when it comes to the end of the pen, writing 'summary' instead. We should write 'inclination' instead of 'penchant', and 'instinct' or 'intuition' instead of 'flair'."

A great many people are likely to agree with him so far as these substitutions are concerned, and also as to others, including particularly the word "intrigue" employed as a verb, of which he observes:

"The word 'intrigue' employed as a verb, has come into fashion within the last ten years, and nobody can resist the charm of this French construction; it has become a sort of fetish, a sacred ape, worshiped for itself alone. 'Puzzled' or 'inveigled' would supply the same meaning; but an interviewer coming to inquire from a writer what new book he is about to give to the public begins, 'Your writings, sir, have always intrigued me,' and the conversation does not last three minutes before he again comes out with the accursed verb. In fact, everybody who can write seems to flourish 'intrigue' as if it were a flag."

Beyond question, people who dislike iteration have been "intrigued" to the point of desperation since the vogue which Mr. Moore considers so objectionable began, and even if the tiresome vocable were standard English, "intrigue" should be allowed

Continuing his criticism, Mr. Moore remarks: "But of late years any French word, however feeble and ridiculous, supplants the English equivalent. 'Menu', a word without design or sonority, is used instead of the pretty English phrase 'bill of fare', and no man or woman speaks or writes of a 'bodice', but of a 'corsage'."

Being a "mere man", Mr. Moore may be assuming too much in regarding "bodice" and "corsage" as meaning always exactly the same thing. However, since fashions are set by Paris, it is to be expected that French words for garments shall be heard in the world at large; and so long as French cookery delights other nations, hotel-keepers will be likely to put French words upon bills of fare.

Where there is a selling value in the use of French words, the practice will be antagonized in vain. Room remains, however, for hope that so far as the challenge from Mr. Moore relates to usage in the field of literature, it may exert some influence in favor of nicer discrimination. Surely "patched and piebald dialect" is a thing for avoidance by all who aim at felicity in the use of language.

FOR THE CLASS IN ENGLISH.—A Chicago newspaper, publishing what purports to be the report of an address by a well-known college president, makes him say:

"After the great Greek's time, the world forgot what it had learned, and started again where Aristotle had left off about three hundred years ago."

This sentence is a striking example of bad collocation. That the college president put it together as it appeared in type is not to be conceived. Undoubtedly it exhibits the consequences of haste and carelessness—the peril attendant upon transmitting to the printer unedited "copy" from the hands of the young reporter.

What the sentence means is that about three hundred years ago the world started again in the application of scientific methods to the solution of problems in physics, and that the point from which it started was the point at which Aristotle had left off. Aristotle died three hundred years before the beginning of the Christian era. At the time of the Rennaissance, or "the revival of learning,"—that is to say, three hundred years ago—when the world "started again where Aristotle left off," the Christian era was approaching fifteen hundred years of age.

A very good practice for every student of English composition is to challenge what he reads with respect to lucidity of construction. Innumerable are the infelicities of utterance falling under the head of bad collocation. The pupil who watches for them in the writings of others will be on guard against perpetrating them in his own.

Arousing Enthusiasm in Study By Sister Aloysius Gonzaga, S.C. Study

NTEREST is an attitude taken towards a situation and characterized by motor tendencies and feelings of expectation and strain. The stages of interest are primary, secondary, and acquired. Interest is primary when the situation in hand leads directly to feelings of pleasure and satisfaction; it is secondary when the interest is in the means by which one is to reach a satisfying situation; and it is acquired when it is gained by the association of an object natively interesting with one which is not so

Interest has been compared to flowers and spices; without it all is colorless and insipid—an endless Sahara without an oasis. One who has no interest is at low ebb mentally. Interest is the mother of attention; it arouses self-activity, effort and emulation. Whenever interest is present best energies are aroused. The Psychological value of interest is that it is the means by which the mind is drawn to any subject. The teacher's problem, therefore, is how to arouse interest. If a subject is not intrinsically interesting it should be linked with something that is; this is acquired interest, and is especially necessary when one has little aptitude for a subject, or a distaste for it. Being able to arouse such an interest and to convert it into voluntary attention displays artistic teachings. Whatever creates pleasure will call for more of the kind; thus work interests may become as satisfying as play interests if they fall in line with native aptitudes. Interest is a most effective substitute for repetition. In proportion to its strength is its educative value. It is the educational philosopher's stone which turns all things into gold. Interest not only makes one sensitive for the time being to certain stimuli, causing corresponding ideas to survive in consciousness, but it gives a bent to the mind which determines, in some measure, what the future mental states will be. We can to some extent gauge a man's character by his interests, and here it is very true that "The child is father to the man".

In arousing interest curiosity should be enlisted as it is one of the natural tendencies which leads to it. A specimen of some kind, as a cocoa or coffee bean, or a cotton boll, will awaken curiosity as to growth, development, culture, until by his own initiative the pupil will gain much valuable information. Curiosity on hearing a few significant words will arouse an interest in the unknown situation and impel towards fuller search into the matter because when a situation is partly familiar and partly unfamiliar, the known aspects excite motor tendencies along grooves which have been formed by previous experience; the unknown aspects impel towards a further control which will dispel the uncertainty and merge the unknown into the known. Curiosity has little pedagogical value unless it leads to the strengthening of an old interest or to the establishing of a new. Pupils may be interested in an experiment or in a lesson which has been presented in a live manner, but if they are not asked to express themselves in some definite way, such as repeating a similar experiment or reproducing the lesson

given, the impression is evanescent. To develop the motor impulse necessary in interest the pupil should be allowed to do as much of the work as possible, as his co-operation helps interest. For instance, in the teaching of geography the map made by the pupil in which he marks his products and areas of production, his rivers, cities, etc., teaches him much more than would a map drawn on the blackboard by the teacher, as visualization plus execution makes for an indelible impression.

When a situation is not present but is awaited with feelings of strain and tension, we have the interest of expectation. The situation in question is more or less fully known but cannot be immediately controlled, because it is not present. The tendencies to control are there, however, and it is the prospective situation which constitutes the basis of interest. If the expectation does not lead to work to attain the desired end it is apt to degenerate into aimless dreaming and the building of air-castles. But if desire is born of expectation then the motor tendencies will be stronger and will result in action. An ideal ladder will be thrown against the wall of our air-castle and we will begin a persistent climb in which obstacles will be removed, aid sought, difficulties overcome or lessened, and not only will success in the thing sought for be achieved, but the struggle undergone will make us much more masters of ourselves, "To travel hopefully is a better thing than to arrive, and the true success is to labor"

"Emulation is the nerve of human society"; it is a means of arousing interest as the feeling of rivalry lies at the very basis of our being, and all social improvement is largely due to it. Have the class take sides—preferably group against group, as individual rivalry sometimes leads to animosity—and keep the score on the blackboard; this is an incentive and leads to good work. Another spur is to give stars to the rows where there have been no failures in assigned work: the glitter of a yellow star is almost as dear to the heart of a child as a pot of gold to a Silas Marner. Emulation between classes is also excellent, particularly if one of the opposing classes is made up of boys, the other of girls. The girls will undertake any labor rather than be beaten by a class of boys, and vice versa. Emulation easily merges into ambition.

Prizes are valuable as interest-awakeners, in spite of the fact that sometimes a feeling of disappointment is left in the hearts of the non-successful competitors; this will help them later, however, to bear with losses on a larger scale which they are bound to meet with in their struggle for existence. Selfimportance, love of approbation may be made a means of arousing interest.

Interest is awakened by judicious praise, high per cents, work displayed. The feeling of satisfaction thus evoked will act as an incentive to future effort; this is a very simple but sometimes neglected means of gaining satisfactory results and at the same time results which are pleasurable to the child. Encouragement never harmed any one, while the lack of it

has been the cause of many a human turtle withdrawing into its shell to escape the chilling atmosphere of disapproval which envelops like a Kneipp mantle many who profess to be Masters in Israel, If interest is the mother of attention, encouragement is surely the mother of effort, and effort and interest are allied as cause and effect. If the child's instinctive interests are used as a basis, ideal interests can be built upon them; effort will naturally be required to span the intervening space, but herein lies its value in the formation of a character which will be able to meet life's situations as they come. The soft pedagogy, which advocates intellectual pap only, will never produce a Foche, a Lincoln, or a Francis Xavier. A child learns to walk by walking, an athlete to perform his feats of skill by exercising his muscles, a Christian by obeying the admonition of St. Paul, "So run that you may obtain". A wise teacher will make as much as possible of instinctive interests not substituting for them dry-as-dust principles of her own. Gesell says: "There are certain basic instincts implanted in childhood which wedge their way through obstacles to the accomplishment of their purpose. The little child comes running to school pushed by curiosity, energized by feeling, tingling with response to sensation and reveling in images of past experiences, but the teacher discards these sharp-edged tools which make easy workmanship and substitutes dull drills."

Novelty pleases both by affording pleasant relief and by awakening a fresh energy. Novel presentation, for instance, in teaching Subject and Predicate and the various phases of grammar to be taught in the intermediate grades. Make one pupil the simple subject, another the simple predicate, and allow each modifier to be represented by a child. After Complete Subject and Predicate have been thus formed by living links, the pupil naming the Simple Subject is permitted to conduct her to her seat, and so on until all modifiers are seated; an interest is thus awakened sufficiently strong to enable the teacher to work in the parts of speech and some of the drier portions of the subject. In teaching parts of speech the child can be made to recognize them by the work which they do, in the following manner: the noun being known as the name word, the pronoun can be taught as a first cousin who comes in to keep house while Miss Noun is out; the adjective as an inseparable friend and constant companion of Miss Noun, and, on occasion, of her cousin Miss Pronoun; the verb as the backbone of the sentence; the adverb as being so closely related as to have all of the verb in its name; the preposition as a push word in the phrase, a conjunction as a little chain between words or groups of words; and the interjection as a safety valve for overcharged emotion. When this much has been accomplished, building a house for each of the eight families leads to an interesting hunt for tenants, and all this is done without once traveling on the road to Dulldom.

Interest is very easily aroused in the teaching of Religion. If the teacher who is explaining the Sacrament of Baptism brings in a doll and performs the ceremony while teaching its meaning, the impression made will be life-long, on account of the intensity of interest aroused. The necessary condi-

tions to make a sin mortal can be illustrated by the teacher acting out the point with her own conscience before the class with a sum of money before her; she first shows grievous matter, next sufficient reflection, lastly full consent of the will. The absence of the last two requisites may also be shown by performing the same action while feigning sleep. To impress on them the contagion of bad example a dish of good apples, with one decayed apple in their midst, left on the desk for a week will tell its own story; so, also the evil of any wrong thought or desire may be brought home in an interesting way by showing them an apple fair on the outside, but bad within because of the presence of a canker worm.

The crucifix held before the class during an instruction on the Passion will rivet their attention and keep them interested throughout. Here, too, we can make clear that sin, our sin, was the scourge that lashed Our Lord; our sins the executioners who crucified Him; we the Judases who sold Him; we, if ever guilty of mortal sin, the Deicides. This should awaken feelings of compunction, love, resolve "to rise on stepping stones of our dead selves to higher things". In fact Catholic children with their Christian heritage are readily impressed by religious truths, if they be presented in a dramatic way, and a little acting on the part of the teacher is commendable as it helps to enliven the situation. Just how deep and lasting are the impressions made is difficult to gauge until the touchstone of temptation is encountered, but interest is awakened bevond a doubt.

Children should be trained to take an interest in literature if we are to prepare the ground for that best of combinations intellectuality and spirituality. Literary growth must necessarily be slow, but if beautiful word pictures in stanzas and paragraphs be pointed out it will incite the pupils to look for more word pictures. While this picture-hunting is progressing the mind is being saturated with beautiful ideas; thus is a child lifted to a higher plane of thought, where there is not room for the merely commonplace.

With young children fairy stories make a strong appeal; such stories offer opportunities for new mental experiences and for free activity of the mind in what is pleasurable. Hero worship begins in babyhood with the worship of Father and Mother; it can be carried on through the various stages of school life by reading biography suited to the age and intelligence of the child; ideals embodied in the deeds of a favorite hero or heroine may play quite an important part in determining conduct. From the Fourth Grade upward books of travel also appeal to the children, and if the pupils are encouraged to make scrap books in which specimens and pictures, from the countries read about, are kept much valuable information can be acquired without apparent effort. Biblical study is an inexhaustible source of literary and spiritual beauties, and a love for Bible stories awakens very early. The story of David, the Shepherd boy; his killing of Goliath; his hair breadth escapes from the jealous Saul; his love for Jonathan; his grief over the unfilial Absolom make a strong appeal to heart and imagination. Joseph is a special favorite from their first glimpse

(Continued on page 268)

In SERVICE of CHRIST the KING

By Sister Susanna, S.C.

Stay with us, Lord, because it is towards evening and the day is now far spent.

-St. Luke, 24:29.

But every one shall offer according to what he hath, according to the blessing of the Lord his God, which He shall give him.

-Deut. 16:17.

ET us, for a moment, try to sense the urge and press of the ceaseless activity of human beings. More than sixteen hundred millions of human souls, human instruments, are surging daily over this earth that we call our home. All is motion; all is life; all is eager straining after something always a little elusive - just a little beyond the reach. "There! now we have it! No, that was not quite it;" or, "There it is now! No, it is gone. We just barely missed it." All are hurrying; but do all windings point towards the right destination? Do all roads lead to the one that Christ has taken. or will the paths intersect His so that He will be overtaken on the way? Happy, indeed, are those flowers of Christ who have been carefully "watched and tended" from earliest years, whose feet have been directed to take the route that leads to Him; or, those whose tardier years have led them to guide whose practiced hands were sure and true to point to the trail that leads to God's Eternal Hills!

Fellow-teachers, do you recognize any of those who are passing, as the bits of mechanism whose wave lengths you once tried to regulate, and whose

static conditions you helped to clear?

I always picture a teacher as standing at a central pivot and each member of her class taking a separate path towards a boundary line that ends in infinity. Not a straight route, but intersecting others, and forming a mesh more complex than that of any spider's weaving. Each teacher, cannot of course, influence the entire web; but her contact forms waves which ebb and flow to the border-rim of that mesh; waves more or less definite according to the personality of the teacher and the psychic formation of the child.

We, as religious Teachers, are, each and every one, very responsible for the rise and fall of the line that leads to the distant edge of the rugged journey in the life of each child that comes within

the scope of our year's training.

e

e

S

n.

The words "character building", "soul training", "moulding for life-issue" and the like, occasion a leap of response in the heart of a true teacher, as a ship leaps to the mighty waves to which it was meant.

Chaacte means the compete using an nort misusing of all the powers of body and soul; not exactly in the accomplishment of heroic duties, but in the transactions of everyday life. The most influential of all virtues are those required for daily living; for it is in this sphere that the common lot of man is centered. It is, therefore, not so much brain-power as heart-control that makes for character; for it is the heart, in the long run, that controls life.

How many earnest teachers there are, who have been working for years, perhaps, at the noble task of building up or strengthening character; using

new methods or attacking the old from new angles. Who knows, however, how many have been working beside the point, or even missing the real issue; not using in the right way, the one Thing that the Catholic Teacher alone can use which would kindle each impulse of the child until it burns with the very life of which character is made, and that in a permanent way, and that is a live personal touch of Our Lord Himself in the Blessed Sacrament of the Altar.

No matter what each one of us, through God's Divine Grace may be today, what gratitude will we not eternally bear towards any one who helped us, in our unformed years, to step often into the bright Light of the Sanctuary, and aided us, by mild but even, constant persuasion, to keep at least those

young years white.

"How can they sing the Song of the Lord in a strange land?" The rightful heritage of growing children, their birthright, is the Homeland that lies within the radiance that emanates from the Light and Glow of Christ our Lord in the Holy Eucharist—and how will these child-hearts come to their own unless we lead them there?

If "every one shall offer according to what he hath," let us not miss an opportunity of helping children to come as near as possible to, and receive as often as possible the LIFE GIVING TREAS-URE, the possession of which, our Faith alone can boast. We are not only religious Instructors, but we are guide-posts of God, with arm relaxing or tiring of pointing the way that leads to the Entrance to the Meadow where Christ walks with His human lilies; but where He would rather walk than in any other place.

Perhaps there are other teachers who have struggled as I have, and with just such results, to get their pupils to attend Holy Mass more often than on Sundays, and to get the majority of them to receive Holy Communion even once a week, who would be interested to know of the benefit I obtained in becoming acquainted with the Crusade of the Knights and Ladies of the Blessed Sacrament.

The head-quarters of this splendid League were formerly located in New York, under the guidance of Rev. Father Ignatius Cox, S.J., but are now transferred to St. Louis, under the direction of Rev. Daniel A. Lord, S.J., who is Knights-Commander in the United States and from whom one can get all

particulars.

This beautiful Devotion was introduced among our pupils last term by a zealous Priest-Knight, and in three months there were 1358 Holy Communions received in one group, only, of twenty-nine Communicants. The spirit of this Sacramental League was explained simply, just as its purpose is—a free, personal and individual service of the Knights and Ladies of the Blessed Sacrament to their King, their liege-Lord and Master. There is something dominant and appealing in it that grips the soul of the child.

The teacher of this particular class felt as though she had nothing to do with it; as in very truth she had little. There seemed, always, the forceful sensation of another Presence, someone working, consciously and constantly, among the children, besides herself.

All efforts, were indeed more than repaid by the beautiful letters received during the Holidays, filled with expressions of sweet zeal and earnestness of those young hearts in their endeavor to pay homage to their God of the Eucharist.

One girl of thirteen wrote: "Sister, I used to think it tiresome to hear one Mass; now I can hear more than one. I love it." These words were in a letter from a boy of fourteen: "Sister, I never before felt God's real, living Presence, as I do now when I look at the Tabernacle and say, Thou art Christ, the Son of the living God." There it is! That expresses it all!

After all, no mortal being has ever seen God, as God, at any time, age, or in any clime. To those with whom He walked He manifested His humanity, only. Children can, and will, at times, catch glimpses of His Divinity, hidden in the only Place that He is this side of Heaven—some lonely Tabernacle—just as surely as though they were present when those words were first uttered through stress of just such an awakening grace: "Thou art Christ, the Son of the living God."

The days of chivalry are far from past, and the word "Knight" appeals to youth today as it did in years of yore. There is a response in the human heart that tends impulsively to the following of a leader, and when that Leader is Christ our King, there are latent depths awakened in the youthful heart that will not easily sleep again.

The fervour, the enthusiasm of the Knighthood may wear away, but the nearness of Christ felt by those who are faithful to the Knight's duties even for a time will never, altogether be lost. Even if only one child in the class would be helped—what a benefit! What an eternal good! But I do believe that those who get into the atmosphere of the inner circle of the Knighthood in the right way will never give it up.

The objection is offered that some may approach the Holy Table carelessly or through routine. As this is simply individual service of the soul, freely given, I do not think that is as much danger as there would be in promoting the frequent reception of Holy Communion by any other method. In Parishes where children have easy access to the confessional and sweet confidence in their spiritual guides there is especially little need for worry.

Nothing on earth is so refreshing as the innocence of youth; or at any rate, the innocence of soul that shines out of guileless eyes no matter how many material years may have over stepped their owner Now since youth of the soul is "the King's Presence" what a beauty and vigor of spirit is enjoyed by those who have learned to find real joy in the near Presence of Christ and to value aright their greatest Gift.

All honor to Our Divine King of the Tabernacle and may He bless those very specially who originated the Crusade of the Blessed Sacrament!

Who knows but the soul we most despaired of, will, through its influence, return some day to his God of the Tabernacle. His armor may, by that

PEDAGOGY, POETRY AND PRIMROSES By Sister M. Brigetta, O.S.B.

BY way of introduction: My third English class and myself had been floundering for weeks through the mechanics of a very grey rhetoric text. The work—"junk" in the vocabulary of the modern student—was dry, abstract, and not easily assimilative; so to ease up a bit we decided to mount the winged horse and read poetry for a while by way of vacation. That would be an occupation so much more congenial to most of us—the teacher in particular. But our vacation was to be far more than merely pleasurable; for in reality it was to be primarily cultural, then experimental, as it would without doubt certify or disprove some ancient pedagogical prepossessions of mine and others of my kind relative to certain phases of my English outline, understressed or overstressed, as the case may be.

Very naturally we proceeded to subject the poets to an elimination process, electing for our special study a limited number of those, who could pass muster as to art, excellence of matter and elevation of moral tone. I had intended to carefully check the reactions of the class to individual poets and themes; as well as to the types of subject matter most preferred and why. That these reactions would be various was to be expected, and they were. But they were more, for they were in the ensemble delightfully tantalizing and threw into relief many unguessed and luminous cross sections of the facts and fancies, aversions and diversions of sixteen-year-old minds.

A vacation with the master architects of song naturally foreshadowed a host of delightful experiences; particularly the garnering of radiant memories, whose reflection would inevitably manifest itself in the ethical articulation of all our subsequent life. To obviate any trifling with time and energy, I placed on the board a tabulation of the numerous ways in which we were to profit from intimate companionship with poetic aristocracy. This tabulation remained and served as a check on our daily progress, thus adding zest and aliveness to the recitations. Youth sat before me; therefore only youthful poetry, that sang of the charm of life and had affinity with dawn, happiness and June roses, was suitable. Memorizing was to be optional, but I knew that much of it would be done, for even high school juniors are not oblivious to the great value of a memory richly stored with thoughts that make one never less alone than when alone. (God be with the good old days when we used to memorize and memorize and fall in love with the muse's art, and never know the pangs of memory fag.)

The knowledge of beautiful poetry would admit us into new worlds of imagery and music, of airy, fairy, olden, golden things. It would mean delightful glimpses into the vistaed chambers of great minds, out of which were spun the dreams that sway the souls of men. The study of poetry would cultivate the imagination and develop latent literary ability. It would powerfully mould the plasticity of youth and woo it on to the ultimate contemplation of beauty in whatever form. It would insist on mental refinement and create a loathing for all moral ugliness and depravity. But the study of beautiful verse would do far more than this; for it would be a preponderant aid in determining a philosophy of life that would endure through all the wear and tear of years.

With this outlook we began. Our repertoire was ambitious, for it boasted of art and sublimity, of substance, depth and truth. Yet for all that—ah me!—those first attempts at the actual interpretation of the poets were far removed from the artistic. The vanguard poets—youthful enthusiasm jazzed their beauty into unconsciousness, until the debris of harmony, and refrain, of rhythm, strophe and cadence lay pathetically around the room battered beyond all recognition. It did not seem to fit, somehow; this youthful gusto so truly inspirational, and the poor poets so ruthlessly done to death.

My class was composed of girls eminently representative and if anything above the average in intelligence; yet the soul of the poets seemed fearfully hard to reach. Pages of verse, intellectually and esthetically manifest, meant so very little that it was evident we were on the danger zone of Wordsworth's:

Correlation of Science Studies in High Schools

By Rev. F. Joseph Kelly, Ph.D.

REFER here only to the laboratory sciences. In most high schools a variety of subjects is loosely aggregated under the general name "science." They differ so much among themselves in purpose and method, that they should be referred to at least two widely different categories. There are those whose purpose and method are purely informational, subjects about which it is well enough that every intelligent man should be somewhat informed. Physical geography, astronomy, geology, as mostly taught, all belong to this category, and are not included in the college demand for scientific training. They are necessary and exceedingly helpful subjects, but in the very nature of things cannot be handled in high schools, other than as purely informational subjects. As such, they contain no scientific training whatever, and such claim should not be made for them. In the category of fundamental laboratory sciences are included, chemistry, physics, botany and zoology. The principles derived from these are applied in the informational subjects referred to above. So far as these four fundamental subjects are studied without the laboratory, they are transferred to the informational series and have no value in scientific training. I wish at this point to take issue with the too prevalent statement that the purpose of scientific training is to teach the methods of the laboratory. The true purpose seems to have been persistently misunderstood. Facts and methods are no more science, than words and grammar are literature. Science, concerning itself with facts in their relation, resulting in a formula, cultivates the scientific temper. The student of literature, ancient or modern, is brought into the region of feeling, or what is known as "appreciation," and his ultimate purpose may be broadly called aesthetic. He reads himself into his material and decides what is best in thought. The student of science endeavors to keep himself out of his material, to eliminate the personal equation, to relate his facts so as to include nothing of himself. Personal injection on the one hand, and personal elimination on the other represent the ultimate difference in the two cases, and two more complementary kinds of training could not be imagined. This may suggest the educational purpose of science training; not analysis merely, but through analysis to reach a synthesis, which shall contain nothing of one's self. It is evident that personal contact with the facts is an essential of such training, and that purely informational work holds no more relation to it than do the old text-books about literary people and the titles of their works to training in litera-

In the outset I would say that the proper sequence of the informational science studies has doubtless given much trouble, but they hold a certain definite relation to the laboratory sciences. Naturally, if geology be taught, it should follow the four fundamentals, or as much of them as may be presented in the course. Astronomy certainly holds a definite relation to whatever of mathematics and physics may be taught. My personal judgment is that the

less of such subjects in a high school the better; but I am willing to recognize the force of a general demand. The time is limited enough at best, in which to do good work in the fundamentals of education, without trying to inject into our schemes of study an incoherent mass of odds and ends.

Taking up the real laboratory sciences therefore, chemistry, physics, botany and zoology, it is not at all necessary that any high school present all of them in its courses. It is perhaps unwise for many of the schools to attempt a laboratory equipment sufficient for all these subjects. It would usually result in such meager equipment, that the real purpose of the work would be in danger of being sacrificed. Where a school can afford it, all four laboratories should be represented, but they should be open to election. To compel any student to take work in all these laboratories is as much of an educational fallacy as to permit him to enter none of them.

If the scientific attitude of mind be a large purpose, aside from information, then but two laboratories are necessary, namely, a physical laboratory for chemistry or physics, and a biological laboratory for botany or zoology; and nothing less than a year in each of them should count. A school that can afford nothing more should attempt nothing more. If it can afford three laboratories, then, let the third be brought about by subdividing the physical laboratory into its constituent elements, physics and chemistry, and retain but one biological laboratory, which shall be devoted to either botany or zoology. To my mind, the correlation of subjects is simple enough. We start from the proposition that laboratory science is to be taught, and to be taught with its real purpose in view. In considering the field of scientific subjects, we find but four that seem fundamental and capable of proper laboratory treatment in high schools. Upon examining these four we discover that they are naturally thrown into two groups, that differ from each other in the nature of the material, the problems presented, the method of work, the certainty of conclusions. One set is the very embodiment of exactness; the other is less exact but calls for larger powers of interpretation. In the largest sense, one measures, the other observes; one deals with matter, the other with life as it manifests itself in matter. While both have much in common, each has its special effect on the mind of the student. These two effects therefore, represent to us the result of the last analysis of the educative work of the laboratory sciences. It means that but two of them are absolutely necessary, but that these two must have contact sufficient to produce a sensible result. It means that if one or two more are added, it is by way of cumulative effect rather than specific effect. This makes the minimum two years, one devoted to a physical science and one to a biological science. The sequence of these two subjects is naturally the next point to consider. I find it to be the usual custom to introduce the biological subject or subjects early in the course, and to defer the physical sciences to the later years. If plants and animals are simply to be studied as things to be named, a process which has been likened to chasing a wood-chuck into his hole, there is nothing but the hole to show for the work; or if, what is far better, they are to be studied simply as forms, facts which are obtained by post mortem examination, then I grant that the biological sciences hold no relation to the physical, and can be put wherever it happens to be the most convenient. Such, however, is not the conception at present of the proper study of plants and animals. They are living things, and any contact with them which leaves out of view the processes of living is worse than the play of Hamlet with Hamlet left out. They are not merely living things with multifarious internal physical and chemical processes, but they hold definite relations to heat, light, gravity, etc., as well as the chemical compounds, in their environment. To have even an elementary appreciation of plants or animals in their life activities, one must bring to the study at least some elementary conception of the general principles of chemistry and physics, such conception of both as can be obtained from a year's study of either. If there be any natural sequence, therefore, between the physical and biological sciences, it is certainly one that places the study of matter and its laws first, and afterwards the study of life as it manifests itself in matter. It should certainly place the biological subjects late in the course, provided suitable primary work has been done. If this has not been done, then the biology of the high school begins upon a plane that I have not taken into consideration, for "nature study" should form a part of the primary course.

In case both chemistry and physics are taught, I take it that the much discussed question of their sequence has been settled as a matter of convenience rather than of logic. Logically, physics should precede chemistry; but practically it demands so much mathematics, that the reverse sequence is a common one. I do not regard this, however, as a matter of large importance when compared with the sequence of the biological and physical sciences. The same kind of discussion might be taken up concerning botany and zoology in case both are to be taught; without any such logic in the situation, it is true, but fully as unessential.

My conception of a well-equipped high school in which the sciences are presented in a strictly coherent and purposeful way, is one in which the four laboratories are represented, each equipped for two years of work; in which each student is required to take at least two years of science, one of which must be a physical, the other a biological science; in which a student in any laboratory can have the opportunity of a second year in the same laboratory; in which physics shall be placed at the beginning of the course, and the other three introduced afterwards either in sequence or two of them simultaneously. Such are merely general principles, which would need adaptation to all sorts of conditions. No inflexible scheme is feasible, but teachers are supposed to be able to adapt general principles to any set of conditions. The only thing in the whole situation that cannot be adapted is the poorly equipped teacher.

THREE GIFTS FOR THE DIVINE CHILD

By Sister Mary Agnes, J.M. A Christmas Play for Girls

CHARACTERS Gertrude Winfield le Winfield Teresa, her little sister Madeleine, Bessie, Electa—School friends Any number of girls in a "Christmas-Bell Drill."

Three Gifts for the Divine Child Scene—A large room in the home of Gertrude and Teresa Winfield. Teresa, with a sprained ankle, is sitting in a low, easy chair, with her foot bandaged. Gertrude enters carrying some small parcels.

Teresa-I wonder if the girls are all ready for their Christmas entertainment.

Gertrude—Yes, I think so. I went to the school hall this

afternoon, and the children had almost finished their preparations. -I hope it will be a great success, for this is the

first time the younger girls have tried to carry out the whole program.

Gertrude—O I am sure they will succeed, for they have worked hard and are full of enthusiasm. Teresa (Sighing)-I wish I could join them.

Gertrude (Sympathetically)-I know, dear; it will be hard to remain here at home suffering from a sprained ankle, when all your young friends are enjoying themselves at this Christmas festival; but try to make the sacrifice generously as an offering to the Babe of Bethlehem.

Teresa (Smiling)—Yes, I will. My Catechism teacher, Sister Mary Angela, gave me two reasons for being

patient at this time; first, to show my sympathy for the dear Mother of Jesus who must have been very tired and foot-sore when she arrived at Bethlehem; and secondly, to imitate my patroness, St. Teresa of the Child Jesus, who always smiled, they say, even when

she had some cross to bear.

Gertrude—Two excellent motives, certainly, to keep you cheerful; and I will add another, a more human one, but worth remembering.

Teresa-What is that?

Gertrude-To please dear Mother, who writes (showing a letter) that she cannot be happy in Florida, though her health is much improved, if she is not assured that her two daughters at home are spending a happy Christmas.

Teresa--O do write to Mother and tell her anything that will put her mind at rest. Do not speak about my accident, but say that we are both cheerful and want her to be very happy at Christmas, and then come back to us well and strong.

Gertrude (Affectionately)-That is my brave little sister, worthy to bear the name of the smiling Saint Teresa.

Teresa-I am trying.-Didn't Father write to us, also? Gertrude-Yes, and said he wished we could all be together at Christmas; but as that cannot be, he sent us his love and blessing, with a little gift to make our Christmas joyful.

Teresa-O what did he send us?

Gertrude—My parcel bears the injunction "Not to be opened until Christmas," so I must wait till tomorrow to find out. But here is your package, and if you wish to open it at once, you may do so.

Teresa—O yes; give it to me, please. (She unwraps the

package and takes out a bottle of perfume and a small box containing a gold coin). See, Gertrude! a five-dol-

lar gold piece from Father to spend as I please!

Gertrude—That is fine; you will spend some happy hours dreaming how you will spend it.

Teresa-Yes; already I have visions of a dozen things I want to buy. Gertrude-What did dear Mother send you?

Teresa-This lovely bottle of perfume from the "Land of Flowers.

Gertrude-Mother remembered your weakness for that luxury.

Teresa-Yes, I do love sweet fragrance, and during the long winter months when the flowers are not in bloom, this is the only kind I can enjoy.

Gertrude-How thoughtful dear Mother is! I hope she will derive as much pleasure from the little gifts we sent her. (Rises). Now I must see about that telegram of good wishes we decided to send her and father to cheer their Christmas.

Teresa-Yes, and add our hearty thanks for their gifts,

with oceans of love from us both.

Gertrude-I will, and then return to treat your poor ankle. But you will not be alone, for I see some of your school friends at the door, coming to make you a visit. (Goes out, as Madeleine, Bessie, and Electa, enter on the other

-O I am so glad to see you, girls. Sit down, and Teresa-

then tell me all the news.

Madeleine-First let me say how sorry we all feel about your accident.

Teresa-Thank you, but it was not so very bad,-just left

me with a sprained ankle, which will be better soon, I Bessie-I hope so; but in the meantime, it must cause you

a great deal of pain.

Teresa-Not so much that I cannot smile; you see I am trying to imitate my patron saint, who smiled amid all difficulties, it seems.

Electa—That is nice of you; but we are all dreadfully sorry you cannot take part in our Christmas celebration.

Teresa—So am I; but I suppose you can get along without me, and I wish you all success.

Electa-Thanks; but it is not the same for me. You were to be my partner in the drill, and when you dropped out, gave up my part, too, because I didn't like the girl who was to take your place.

Teresa—That is too bad. Why didn't you smile at her?

Then she would have smiled back, and you would both

have liked each other.

-I didn't think of that. Perhaps another time I will try your plan, if the "Little Flower" will help me. Teresa—I am sure she will; she is very obliging, and will help us poor little sinners who are trying to follow her example, in some respects, anyway.

Electa-Your teacher will be pleased to hear that you

remember her lessons, Teresa; and as a sign that she has not forgotten you, Sister Angela sent you this silver crucifix as a little Christmas present.

Teresa (Taking it and kissing the sacred feet)—O how kind of her! Please tell Sister that she could not have given me anything that I would value more, especially now when I need a reminder to bear patiently my own

Electa-I think Sister meant that, for she said that she hoped the sight of our dear Savior's pierced feet would help you to bear the pain of your own wounded foot.

Teresa-It certainly will. Please tell Sister that I thank

her very, very much. Madeleine—We have another little surprise for you, Teresa. As you cannot be present at our entertainment, the girls of the "Christmas-Bell Drill" have come here

to perform it before you; would you like to see it?

Teresa (Joyfully)—O I should be delighted! Are the girls really here?

Madeleine—Yes, all in costume, waiting in the next room; shall I tell them to come in?

Teresa-Do, please; I am dying to see their drill.

Madeleine-Well, we will first clear the stage for the performance. formance. Now I will roll your chair to the side, and Bessie and Electa will sit beside you as audience.

(Calling aside) Come in, girls. (The girls of the drill enter and go through their motions to the accompaniment of music.—"The Christmas-Bell Drill" is found in the book "Christmas Entertainments," by Alice M. Kellogg, published by The Penn Publishing Co., 923 Arch St., Philadelphia, Pa. Price, 25 cents.—If preferred, the "Dance of the the Snowflakes" may be given, found in the same book.)

Teresa (After the performers have retired)-O the drill was lovely, and I enjoyed it ever so much. I will tell the girls so, and thank them when they come back.

Bessie-Now we must tell you another piece of news re-

garding our entertainment.

Teresa—What is it? Tell me quickly.

Bessie—Well, we are going to have a Christmas-tree with a present on it for each of the children.

Teresa—O I know that.
Bessie (Teasing)—And perhaps you know what children will receive the presents?

Teresa—Of course; the girls of our school.

Bessie—And some others. Guess again.

Teresa—I have no idea; do tell me.

Madeleine—Now, Bessie, if you are going to tease poor Teresa, I will disclose your secret.

Bessie-No, I will tell her myself, for I love to announce some startling news: It makes me feel so important. Teresa (Smiling)-Then hasten to be important, Bessie,

or I shall lose interest.

Bessie—Well, it's this. We have invited thirty-five of the older children in St. Vincent's Orphan Asylum to come We have invited thirty-five of the to our Christmas entertainment and share the good things on the tree.

Teresa-That is fine! Where did you get such a brilliant idea?

Madeleine-Now be honest, Bessie, and admit that it is not our idea at all, but Sister Angela's.

Elect-Yes, and she said it would be nice if we would each bring three presents for the orphans in memory of the gifts that the three Kings brought to the Divine Child at Bethlehem.

Electa-Sister said that the Infant Jesus would consider as given to Him whatever we gave to His poor.

Teresa—Yes, it is a good way to show our love for the dear Babe of Bethlehem. Did the girls bring their oifts?

Electa—Most of them did, and the presents are really worth while; for Sister Angela said we must not offer any second-hand articles, but something really useful and pretty.

Teresa—Of course, since the gifts are really for the Infant Jesus himself.

Bessie—Yes, and Sister reminded us that if our offerings demanded some sacrifice on our part, they would be more acceptable to the Divine Child, who already began to suffer, in the rude, cold stable at Bethlehem. Teresa—True; we don't think enough of that side of

Christmas.

Madeleine-Sister Angela would not let us forget it. said that the remembrance would not take away the joy from our Christmas festivities, but would make us wish to share our joy with others.

Teresa—That is so, I wish I had known sooner of this

Teresa—That is so. I wish I had known solutional little plan of yours, and I would have tried to help.

Madeleine—O it is not too late. If you really wish to the orphans of St. Vincent's,

give some presents to the orphans of St. Vincent's, send them to the school hall before seven this evening, and they will be on time. (Rising) Good-bye for the present; we have much to do.

Bessie-Good-bye, Teresa, and get well soon. Electa-Bye-bye, and Merry Christmas!

Teresa-Thank you; I wish you the same.

(The three girls depart.) I am glad the girls called and made me think more of the great and holy events that Christmas commemo-rates. O I have been selfish, thinking only of the joys that might come to me, and not enough of the happiness that I might bring to others. Now what I can I send to the Christmas-tree for the orphan children? If only I could get out to the stores to buy them something,—for Sister Angela said we must send them some-thing new and nice; (sighing) but I cannot walk. (Gertrude enters.)

Gertrude-Where are the smiles you promised to keep your face. Teresa?

Teresa-But I feel sorry, Gertrude, and you can't smile when you're sorry.

Gertrude-It is just the best time, if you wish to imitate the "Little Flower." But what are you sorry about? Your sprained ankle?

Teresa—No, except that it prevents my going to the stores to buy some presents for the St. Vincent's orphans in honor of the Child Jesus. Gertrude—Well, the Divine Infant will understand, for

He couldn't walk, either.

Teresa—True; I hadn't thought of that.
Gertrude—So the little Jesus will accept your sacrifice, if you offer it to Him in memory of His own helplessness.

Teresa (Smiling happily)-Of course I will. But, Gertrude, I wish very much to offer Him three gifts as the good Kings did who visited Him in Bethlehem.

Gertrude-Well, you know their gifts were gold, frankincense, and myrrh; if you think a moment, perhaps you will remember similar gifts that you might offer the little Jesus.

(Continued on Page 268)

TALKS WITH GRADE TEACHERS By Sister Mary Louise Cuff, S.S.J., Ph.D. First Grade

BY November the first grade children have learned to correct a few of the ordinary mistakes common in their language. Suggestions for methods in these exercises have been given in our earlier talks. The teacher should always bear in mind that the item of paramount importance is to secure the confidence of the child. It is no great fault in the child to continue using the incorrect form instead of the correct one, which has been taught him. There are several reasons for the existence of this condition. Home influence, playground environment, etc. An item which is far less desirable is want of confidence in the teacher-a knowledge that she is not a friend, but a BOSS giving out fear instead of love. Let the teacher secure the love of the child, and the child becomes her willing slave. Some children are fearful of approaching the teacher, not so much because they are timid or backward, but because they feel that the teacher is some wonderful person that knows everything, one who is not in sympathy with children, one who is ready to make a correction every time a word is spoken. These little people are quick to judge a teacher from her very attitude. The teacher therefore should cultivate an attitude that will attract the children.

By the time the third month is reached in this first year of the child's school life, he should feel perfectly at home in the school room; he should regard his teacher as one of his best friends to whom Mother intrusts him for the day that he may "learn things." If the child is imbued with the desire to "learn things", then he is willing to be corrected as errors occur, but lest he be fearful of making mistakes, let it be understood that public corrections are only due when the child fails to remember the correct forms that have been practiced, mastered, and placed on the board under the "habit plane". When this stage has been reached, all the little people should be enlisted in a "drive" to watch for errors. The surest way to secure the correct form is to teach one correct expressions at a time, and continue teaching it till there is a reasonable surety that it has become a part of the speech of these little people. Let the rollcall be answered by a sentence using the correct form of an error common in the children's speech. The teacher can invent any number of plays requiring the use of this expression. After a reasonable time and much practice have been given to the correction of a faulty expression, and the error still remains in the speech of the children, then other remedies should be employed. We suggest the building of a hospital for sick children. The picture of the institution might be drawn on the blackboard. The building should contain a number of rooms which are to be named as necessity requires. For example, the "seen" room where children sick of the "seen" disease would have to be placed. As the little people are discovered saying, "I seen," instead of the correct, "I saw" which had been placed on the "habit plane" their name should be listed under "I seen patients" to one side of the hospital building. Other expressions found on the "habit plane," such as, "It is I," "It was I," "It wasn't I", when

their incorrect forms are used by any child, that child should occupy the "Isn't me" room, "It was me"," or "It wasn't me" room. The children, of course, should not be responsible for incorrect expressions of speech unless the correct form has been drilled upon and placed on the "habit plane." The teacher should not place expressions on this plane until all the children are willing to agree that they have the correct forms learned, and will never again use the incorrect ones. If they are willing to do this, then they will be willing to go to the hospital when they are sick.

Instead of a hospital, the teacher may build a repair shop where all injured children go for RE-PAIRS; or she may plant a language garden where the sick children would be known as weeds, and the garden would have to be weeded as often as the weeds appear.

And now arises the question as to when the treatments should be given in the hospital; when the repairs are to be made in the repair shop; when the weeds are to be weeded from the garden.

Teachers should be careful that the school room be not regarded by the children as a "jail." If the children are to make progress in their school work, it is imperative that they love the school; love to go to school; love the room where they are to study for the day; love the teacher; love the companions with whom they are to associate. These are some of the "things to learn," and the wise teacher will find an easy way for these children to acquire this love of all that pertains to their school. teacher may keep a child, or any number of childdren, after school hours to take a hospital treatment, or for repairs in the shop, or to weed their language garden, provided these children love to be with the teacher, love to have her as a hospital nurse; love to have her make "repairs"; love to have her help them weed their language garden. But if the teacher perceive that these children are anxious to leave the building as soon as the school hours are over, then she should make no attempt to detain them, for such an act would only serve to make the children dislike the school, and also dislike the teacher. It would be preferable for the children to go without the extra help than to have these conditions exist.

We suggest that there be an extra period during the school hours for sick children to take their treatments in the hospital, or repair shop, or for the weeding of their language garden. While these sick children are being treated, the other children in the class might be allowed to draw pictures on the board, or some such desirable work, but they should never be allowed outside sports on the playground. for it is not right to deprive the "sick" children of these exercises in the open air, and, too, even these little people would resent being deprived of their play. If the suggestions as to the method of conducting this campaign against incorrect expressions are carried out carefully, there will be very few, if any "sick" children, and a short period for their treatments during the school hours will prove to be the very best method. Three successful treatments for any one disease should be sufficient for the discharge of a patient from the hospital; three attempts at "repairs", or three weedings from the gar-

den should release the sick people.

Another question may arise here: Supposing the same child has to return to the hospital for treatments for the same disease as before, what then? In this case we suggest that said child be placed in a private room in the hospital and treatments administered by a special nurse. Now, since the teacher is the nurse, she cannot do that special nursing during the school hours, for she already has an extra period for sick children on her program; therefore the child who gets the relapse should be treated after school hours, whether the child be in the hospital, the "repair" shop, or the language garden.

Another item which might help this method: Children who have to take private rooms in the hospital should pay for same. We suggest that after each treatment, the child pay his special nurse for her services. One penny might be the uniform charge, unless the nurse wishes to charge five cents. And what shall we do with the money? Let's hope there'll not be any great amount, but whatever the sum, it can be disposed of in more ways than one. Let the children make the suggestions. Watch them think; listen to them tell how it should be used. Are they inclined to help others? This can form a very valuable lesson for their language period. Good food for their oral work in composition.

Of those who object to the practice of teaching children of this age the correct forms in their expressions, we ask when the work should begin. Some think this is too hard for children of the first grade. But these children are going to school to "learn things." It is not the belief of the writer that these young children should be given difficult tasks, but we would like to ask, Which is easier to say: "It's I," or ""it's me"? Supposing you respond with the latter, we grant it; but may we ask, why is it easier for the child to say: "It's me," than it is for him to say, "It's I"? The answer is, "Four years' practice." We are told that "habit is second nature." The Duke of Wellington tells us that "habit is ten times nature." If a child has been allowed to say, "It's me," for four years, and has never been told that the RIGHT WAY is, "It's I," then it is certainly easier; and the child finds it much easier to say, "It's me." But would it be any harder for him to say, "It's I," had he been taught this form?

Teachers will find that children from some homes do use the correct forms in their little expressions, and this for the reason that their parents taught them carefully from babyhood. In such cases the correct forms are the easier and the more natural for these children. "Habit is ten times nature."

The teacher should encourage the children "to learn things" in the very best way. If she has succeeded in making them her "willing slaves", they are going to strive to acquire the correct forms upon which she has been working, to please her if for no other reason, and they will be on the alert for the incorrect expressions of others, telling teacher that "Mary has to weed her language garden," or "John has to go to the shop for repairs," or "Catherine should be taken to the SEEN room in the hospital." These sick children will have no hard feeling against the child who "caught" them

if the desire for the use of correct language has been rightly rooted. If the teacher has secured the public opinion of the school, then her task of teaching correct expression of thought to these young children becomes a very pleasant one, and rapid progress will be made. By "public opinion" is meant a desire on the part of the children to acquire the correct form of the errors common in their speech. So anxious will they become for this acquisition that their language games will be as interesting to them as those of "Tag", or "Hide-

and-go-Seek.'

The writer was told the following by a certain Educator: Up to the time our little boy first went to school, we had never heard him say, "'Tain't me." From his earliest lispings, we taught him to say, "It's not I." He never heard anything else, so it was easy for him to give the correct form as it had been told. He had been in school but a few months when he refused to say, "It's not I." All he heard in the school was, "Tain't me." Of course, he didn't hear the teacher say it, but children love children, and are more willing to do as children do than to do as teacher does. The children of that school have more influence on my child than the teacher has. The student body of every school is the making or the unmaking of the individual student. When my boy is ready to go to a boarding school, I'm not going to inquire about the buildings, or the food, or the teachers, but I'm going to find out what class of boys attend that institution.

This bears us out in the principle of "public opinion." Let the teacher secure the public opinion of the school and the task of teaching correct expression to the children becomes a most pleasant one. When all are out on a constant drive for better English, desirable results will obtain. The teaching of English is but one item. There are others equally important. Too, Conduct and Discipline are not minor items. The neglect of these is what discounts Education. Again, "public opinion" plays its part.

Second Grade

In the month of November, after one of the observation walks, the teacher might ask the children how nature shows the approach of Winter. Where have the birds gone? What have the squirrels been doing? How do the trees look? Any change in the grass? What about the air? Any changes in the children's own manner of dressing? How did the people they met, look? After any of their observation walks, the children will be able to furnish plenty of material for their oral composition work. It is in these exercises that power of observation will be shown, and children who are wanting in this can learn much from those who are observant.

The teacher should keep the children to the threesentence story. Each child in the class will be able to tell a story about birds. This morning on their walk, they missed the song of the birds. Why? Because Winter is approaching, and the birds have gone to warmer lands. Children who have birds at home, can give a three-sentence story about these pet birds. Catherine asks to tell her story, and she begins: "I have a pet canary. His name is Fritz. He sings all day." Now, Teacher will see all the little hands up, each child ready to make one sentence out of the three: "My pet canary, Fritz, sings all day." This is quite an accomplishment for little people in their second school year. Catherine may be asked to tell something else about her pet bird, and she gives the second sentence, "He has his summer dress on all the time:" When teacher asks for the third sentence, Catherine replies with, "He doesn't have to go South when Winter comes." The teacher should now write these three sentences on the board:

My pet canary, Fritz, sings all day.

He has his summer dress on all the time.

He doesn't have to go South when winter comes.

The children are now beginning to realize what a sentence means, and to understand it more thoroughly. They are instructed to tell something about any one thing, and to stop when they tell it. Such a statement is a sentence.

Other children in the class who have birds at home, may give their little oral compositions. They may also be encouraged to tell stories about the birds that have gone South at the approach of Winter. The subject of "squirrels" may be treated in the same way, as also the "trees", and the "grass," as well as change of "clothing." After several such oral exercises, the children will be capable of telling their little stories in the threesentence form, and they will understand that they may tell only one thing at a time about the different subjects, as birds, squirrels, grass, or whatever they are talking about. This is hinting at the word, "subject" but this form will not be treated in the second grade. In connection with "subject" we will treat "predicate" in the third grade. But the writer does not consider these terms too difficult for even first grade children. A child that's been talking for four years can pronounce more difficult words than these terms of "subject" and "predicate," and it is as easy to teach them the meaning of these terms as it is teach them the meaning of the term "hospital", for this word is even more difficult for them to pronounce than the words, "subject", and "predicate." A child much younger than six can tell you that his mother is in the hospital. and the child knows the meaning of the term. He knows it is a place for sick people. The tiny girl wants to send her torn doll to the hospital to be mended. These little men and women don't want to be treated as if they were "babies." They resent such treatment.

Teach the children in their actual situations. What do we mean by "actual situations?" Whatever the child is doing, that is his "actual situation." You find the children divided in groups, talking about different things. Inquire from one of the groups, "What are you talking about?" And they will tell you that they are talking about a picnic. Instruct them right there that "picnic" is the subject of their conversation. They may not know what "conversation" means, then tell them:: "Talking is conversation." Show them another group of children in the room, or on the playground. They will see that these children are engaged in talking. Ask them what these children are doing, and the little ones will reply, "they are holding a conversation." Soon these little people will have a very clear meaning of the term "conversation." Teacher might appoint a

IMPORTANT NOTICE

To the Reverend Clergy and the Religious Communities

Christian Brothers' Catechism for

First Communicants

In conformity with the Encyclical of POPE PIUS X In Words of One Syllable

Prepared by the Institute of Brothers of the Christian Schools. Imprimatur of the Archbishop of Philadelphia.

Price per hundred, net, \$3.50

Note: "It was to be expected that Brothers of Christian Schools should give us a Catechism on First Communion that was good."—Catholic Fortnightly Review.

JOHN JOSEPH McVEY, PUBLISHER,

1229 Arch Street, Philadelphia, Pa.

Woodward & Tiernan Ptg. Co., 309 North 3rd St., St. Louis, Mo. (Western and Southern Agents)



VELOUR CURTAINS & CYCLORAMAS STAGE SCENERY

The Wm. Beck & Sons Co. ESTABLISHED 1858

2106-2112 Highland Ave

Cincinnati, Ohio

Biology **Physics** Chemistry

BIOLOGY: Dissection specimens and instruments
Microscopes, accessories, prepared slides.
Apparatus, chemicals, reagents.
Life Histories.
CHEMICALS: Standard quality chemicals
Laboratory glassware and porcelain.
Demonstration and laboratory apparatus.
PHYSICS: Laboratory and demonstration apparatus for Mechanics. Heat, Light, Sound and Electricity.

'Specialist Service' in teaching each of these sciences at your

Satisfactory Materials. Prompt Service. Reasonable Prices.

Price lists upon request

Biological Supply Company 1176 Mount Hope Avenue Rochester, New York

child to go to any group and ask, "What is the subject of your conversation? And the child will return to you and say, "They are talking about marbles." And all the little hands will go up, each child ready to tell you, "Marbles is the subject of their conversation." The children should be allowed to live their own lives, and learn language in their own actual situations. It will not take many days for these children to understand this big word, "CON-VERSATION." Try it, and see how quickly, how intelligently they will act. They will be delighted to put that word CONVERSATION into their vocabulary. They will understand that whatever they are talking about is the subject of their con-When that's thoroughly learned and versation. perfectly understood, teach them the meaning of the word, "predicate." The way is clear and easy. Ask Mary to tell you something about her doll. You'll get some such answer as this: "My doll has curly hair." Then ask the children what Mary was talking about, and they will immediately answer: "She was talking about her doll." Then, ask, "What is the subject of her conversation?" And they will not hesitate in the answer, "Doll." "What did Mary say about her doll?" All will be able to tell you that Mary said her doll had curly hair. Then teach them that whatever is said of the "subject" is called the "predicate." These children will be able to give you any number of sentences, and name the subject and the predicate in each of them.

Some writers place the teaching of "subject" and "predicate" as high as the sixth grade. They certainly underrate the intelligence of the ordinary child. In our method we place this in the third grade, but we hesitate not to assert that it could be taught much earlier.

To come back to the results of our observation walks, we wish to emphasize the fact that these exercises are very important at this early stage in the child's education. Their primary object is to teach the children to cultivate their powers of observation. Two high school students may take a two mile walk, and upon their return to the school, one may have noticed as many as ten objects on each of which he may be able to talk for five minutes. His companion may not have observed anything, except, perhaps, a car or two which passed them on the way. This student's powers of observation had not been trained in his earlier years. The walk may not have been for the purpose of observation—just a leisurely stroll, but even though conversing, the first was able to perceive the hap-penings of the way. If the children are trained in their early years to use their eyes to study nature and observe nature's ways, they will not have to agonize over the choosing of a subject for composition

Now, these little ones in the second grade have returned from their observation walk, and are ready to enumerate all they observed on the way, and give a three-sentence story of the birds, the trees, the grass, the squirrels, etc. Supposing a child gives such an oral composition as this: "I saw a beautiful gray squirrel. He had a nut in his mouth. I saw a little bird look at him." Children will do this. They will talk about more than one thing. They may have been taught, or should have been

taught in the first grade, that they may tell about one thing only, and when they finish telling about that one thing, then they may tell about another. This child is excited about the trip, and he wants to tell about everything he saw. When his attention is called to the fact that he talked about a squirrel and a bird in the same story, he will be able to correct the trouble himself, and he should be allowed to tell the story again, and not have others do it for him, unless he himself is unable to do so. He will know that his first and second sentences are correct, but that the third sentence should have told something else about the squirrel, and not about a bird. Now, his story, or oral composition will appear like this:

I saw a beautiful gray squirrel, He had a nut in his mouth, He was feeding baby squirrel,

Then, he might be allowed to tell about the bird he saw, or some other child might tell the bird story. These children know that each little story or oral composition should be about one thing only. Now, we have another word to put in their vocabulary. The word, "unity." This is a word that children in the upper grades have trouble with. What a small word it is, and how easily understood by these children of the second grade. As soon as the class hears a child tell about two things in the same composition, hands go up, and the children can be trained to give this criticism, "Want of unity." In one lesson period a child can get the meaning of "unity", and the teacher permitting the children to work in their own actual situations, can accomplish much with these little people. To have a child in the second grade give the criticism, "want of unity," would astonish some Educators. Why should they be astonished? These three small words are simple, and the child is giving the criticism intelligently. If trained to talk about one thing, and one thing only, in their little stories, or oral compositions, any child can perceive when another child will bring in two different things in the same story. It is easy for him to offer the criticism, "There is want of UNITY in John's story." The child who offers this criticism knows what he means, and he will tell you that John started to tell about his dog, and before he finished telling about the dog, he began telling about his pony. There's nothing difficult in all this. Perhaps, these astonished Educators will say, "When we were children we were not taught this way." This may be true, but when they were children they did not know as much as the children of today. The children of those days obeyed the parents; today, the parents obey the children, and so they are little masters and mistresses in the home, and they are wise in their infant years. A child of six today knows more worldly lore than a child of twelve knew twenty-five years ago. Generations change as they roll down the ages, and education keeps apace. Primary grade children are more knowing than they look; why not turn their wisdom into the book channel and keep them so busy with it that they will have no time to loiter in the mire of things foreign, or things that should be foreign to children. Educators will warn us not to burden the minds of little children; but their minds are going to be burdened. The little people want to be busy. They are always busy, very busy. The wise teacher will clarify the Avenue of Education, and keep the children busy figuring on it.

Education is making strides, and rapid ones. It is not so many years ago that the multitude of high school graduates did not think of a college education. Now nine-tenths of them tread college halls. One reason for this is that they finish the high school course some three years earlier than those of a decade ago; another is that college education is the pass word to the circle of "those who know." As recent as ten years ago, high school teachers holding the degree of Bachelor of Arts, considered themselves prepared for life. Now, they hesitate to allude to anything so academic. Hence it is that in the early years of the child's school life, he must learn things worth while.

The writer does not believe in rushing the children, nor in burdening their young minds with complications. But to neglect to teach language in the primary grades is to permit years of practice in incorrect forms and the launching of students into the high school without any knowledge of English.

PEDAGOGY, POETRY AND PRIMROSES

(Continued from Page 258)

"A primrose in the river's brim A yellow primrose was to him, And it was nothing more."

And here a pedagogical prepossession, in the form of a question, forces itself into words; namely, could the number of these primroses and nothing more be reduced to the infinitestimal, and the spiritual side of the poets be sensed and appreciated by these students of mine, if there had been constant training in poetry—appreciation since kindergarten days? It would seem that the possibility is established; what a pity it does not materialize?

Although my ability as an exponent of things poetic was utterly challenged, we kept on, eyes forward, and finally the merely primrose hue did begin to lose itself in rosy tints of hope. Poetry was slowly but very perceptibly becoming "a thing of awe, freighted with storied meaning." We were beginning to look beyond the page to the entrancing loveliness of land and sea and sky; to feel the great heaving heart of humanity vibrant with uncounted aspirations; to see, with the mystic Blake, "Heaven in a wild flower and God in a grain of sand." Prepossessions, checking and tabulation had now flown to the winds for soul-growth was evident in eye, and, ear, and voice; and soul-growth is such a thrilling thing that beside it nothing in all the wide world matters. O, for the power to saturate young lives with all the visioned loveliness of the muse, spiritual, caressing, unforgettable, and woven from the finest fabric of the warp and woof of life; that imaged beauty whose message bathed in the light of setting suns can rise to skiey heights that nothing else with unsustaining wings can reach.

But where does all this lead to? To this, that SOME-THING, whatever it is, that is so tantalizingly erratic with our methods of teaching English to our children. And we mean so well; Prosaically we are lacking; poetically infinitely so. Because of our efforts to accomplish the hackwork; we cannot see the wood for trees. Our English outlines are so liberal, and our time so very limited that the cultural element must inevitably give way to the book report. And poetry—when it does find a place in the recitations—too often degenerates into a study of bone rules; rime, feet, etc., for the finals are based on these. And this notwithstanding all the concentrated intellectual pleasure that the poets have for the asking. Alas, for those who never sing! So says Holmes. The thought is elastic. Alas, for those who never grow poetic! And why should there be any discrimination against the poets? They are professional dreamers, and dreamers are the architects of the world; for great deeds must ever be

George L. Hossfeld

WORLD'S CHAMPION TYPIST

1918, 1920, 1921, 1922 — and again in 1926! gained his knowledge of touch typewriting from

"A PRACTICAL COURSE IN TOUCH TYPEWRITING"

By Charles E. Smith

The Winners of the First Three Places in the Amateur Championship, 1926, Studied from the Same Book

A dozen years devoted to training the Champion Typists of the World.

Observation of the work of hundreds of thousands of students.

Twenty years' correspondence with ten thousand typewriting teachers and students of the entire World.

Such has been the experience of Charles E. Smith, author of "A Practical Course in Touch Typewriting." It is to be expected, therefore, that this book is everywhere being adopted by teachers interested in obtaining the best results in typewriting.

NOTE: A special edition of the complete volume has been issued, using the method of fingering in which "B" is struck with the left hand.

 High School Edn.
 (Balanced Hand Method) 208

 pages
 \$1.60

 High School Edn.
 ("B" struck with left hand)

 208 pages
 1.60

 Regular, paper, 16th Edn., 120 pages
 1.00

 Regular, cloth, 16th Edn., 120 pages
 1.35

ISAAC PITMAN & SONS

2 West 45th Street

New York

Teach the Story of Columbus and the Story of the Pilgrims with

The Perry Pictures

REPRODUCTIONS OF THE WORLD'S GREAT PAINTINGS



Announcement to Shepherds
—Plockhorst

Use these pictures in teaching Religion, Art, Literature, History, Music, and Science.

"Books whisper to the heart, but pictures speak to the soul." —George Sands. ONE CENT SIZE

3x3½. For 50 or more.

TWO CENT SIZE 5½x8. For 25 or more.

TEN CENT SIZE

10x12. For 25 or more.

Send 50 Cents for 25 Madonnas or 25 Art Subjects, or 25 for Children or 25 Pilgrim Pictures, or 25 about Columbus, the Pilgrims, etc. Size 5½x8.

LARGE PICTURES FOR FRAMING. ARTOTYPES

Size 22x8, including the margin. \$1.00 Each for two or more; \$1.25 for one.

Send \$1.25 for this picture, or for The Good Shepherd, or \$2.00 for both, or for any two.

Illustrated Catalogue

Send 15 Cents for 64-page Catalogue, containing 1,600 miniature illustrations.

The Perry Pictures 6

BOX 51, MALDEN, MASS.

the offspring of great dreams. The man, who by predilection chose to make the nation's songs in preference to the nation's laws knew whereof he chose; for he who fashions the song has the sublime power to set quivering every chord in the human soul, and make it thrill with hope, and high endeavor; when the long arm of the law hangs helpless and inert. And why? Because the burden of the beautiful song is the gleaming gold dust of man's ideal self. Poetry is religion, and therefore the very sublimation of majestic thought, fingering at will the strings of our finest emotions, and making them articulate in a symphony of rhythmic beauty.

I know all this, and yet it is possible that I and my fellow teachers, day after day, and year after year, in our chiseling of human destiny forget the enduring ethical strength that must come from intimate friendship with the great poets of the nation and intimate knowledge of their beautiful poetry. Who does not know the story of the desperado, who—waiting to consummate an atrocious deed—happened on a wishful, little poem, he had learned as a lad at his mother's knee, with the result that there was one less crime for history to record; for the wouldbe criminal crept back into the sheltering darkness, a prey to new and chastening memories, their cadence sweet as lullabies of childhood in the dream days long ago. The little poem had done in a moment, what the law had been powerless to effect in years. And if a bit of thoughtful verse, reminiscent of "the dear dead days beyond recall," because of its cherished associations could move the heart perverted; then what of the cumulative effect of such verse, and its multiplied memories? Nor should the intellectual side of the poetic page be less esteemed because it is idealized, wrought artistically and set in an ever shifting background of rosy dawns, crimson sunsets, and silvery midnight skies.

It is unfortunate but it has grown up with most of us; this feeling that poetry is for the most part bad business—just a compound of sentiment, illusion and romantic nonsense. But no, nebulous substances such as these are far removed from genuinity and as accessories why should there be any objection? Why:

"The world is all a fleeting show For man's illusion given.

There's nothing true but heaven."

Illusion! There's nothing true but heaven. And sentiment? If we had more healthy sentiment, we should have less weepy sentimentality. As for romanticism Canon Sheehan, the inimitable philosopher of Doneraile, tells us that, "Romanticism is the end, the source and secret of all the regenerative processes that have saved the souls of nations from extinction." Regeneration is a brave, bold word, but it is the word, that best expresses the spiritual transfiguration that the religious teacher would effect in the soul of every child within her keeping. And what a wondrous harvest there is to be garnered in; what glorious impulses await the magic touch! O, belle jeunesse, beautiful youth! How best to endow these young hearts with a germ of spiritual strength that will grow with their years, and abide, when all the geese have become swans and rose-colored spectacles have lost their transforming gift. Religion is the only anchor that can grip the young heart, hot and restless, and keep it at its moorings. But poetry is religion, for every great poem has a soul, in whose imaged depths is enshrined the Author of all religion, the one and only perfect Beauty—God.

Given a love for such literature, cultivated in school-hood days, and we dare to hope that in grown-up years "A book of verses underneath a bough" will be sufficiently appealing to give sheer pleasure, even lacking the other accessories (the loaf of bread, the jug of wine and thou) of Omar.

I glance over the personnel of my classes at any hour of the day, and the thought that invariably comes to me; rather the thought that ever abides finds part expression

"O, little feet that such long years
Must wander on through hopes and fears;
Must ache and bleed beneath your load,
I, nearer to the wayside inn,
Where toil shall cease and rest begin,
Am weary thinking of your road."

Education is in one sense of the term an exceedingly complex process; but when all the trappings of the term have been laid away, what is really education? The only brand worth having is that which places within my reach the open sesame to true goodness and therefore to true happiness. Many of the children who throng our schools come from homes, blessed with that, which assures to them all the wondrous possibilities that can result from a liberal education. But what of the others, the mutlitude, they whose schooling all too often terminates in the callow What magic talisman shall we place in their untutored hands, that will make them tenacious of ideals in an environment, where goodness and happiness often cost a fearful price? Can we mould their young hearts, while they are with us, and train their young eyes; so that when the realities of life become a bit too real they may have sufficient illusion, romance and poetry still left to enable them to find understanding companionship in a beautiful poem; to lift their eyes to the sunlight out beyond the skyscrapers through the city grime and dust, where beckons the friendship of cool woods, green fields and blue skies "walled round with gentle winds" that smile all sorrow from the brow of care.

Simple rimes taught in the kindergarten will put rhythm into wee bodies, and light and laughter into dawning eyes. Thus on up through the school years a predetermined selection of beautiful poetry, sincerely taught and with a definite, psychological purpose will provide wholesome stimulation for developing minds and moral ballast for restive, reaching feet. The years of adolescence, as all teachers know, are treacherous ones—those primrose years:

"When all the world is young, lad, And all the trees are green, And every goose a swan, lad, And every lass a queen."

This is the period, into whose texture should be woven the very aristocracy of poetic endeavor; in order to strike home the lessons that stabilize—steadfastness, dependability, consecration to high ideals and to unsullied family traditions. This achieved, what more is there? Romance, nuances, sentiment, illusion—what of it—we need them all; for without them life would be, for the majority, wellnigh intolerable through the very revelation of the other half of us, our own unlovely selves.

Therefore, would I plead that our English recitations articulate more and more of the literature that beautifies and embellishes, because of its wondrous possibilities for mental refinement; especially in these our days, when absolute culture lies gasping under the dead weight of materialized, socialized, and commercialized studies.

Vacations have an establishing function that nothing else possesses, and our vacation with the poetically elite was no exception. With them we frolicked in the green meadows, and culled the wild flowers at our will; we sat on the river's edge and listened to the storied language of the waters. We roamed in the quiescent deeps of the forest, where silence surged through trees as ancient as the world; we walked in the multitudinous city and read soul-secrets in the lights and shadows on the faces of men. We climbed the arches of the sky and joined our voices to the matin song of the stars. And we stood out under the measureless sweep of midnight in hushed reverence, as the garments of Divinity swept majestically by.

by.
Yes, let us have more poetry in our schools; for that will mean more idealism, more inspiration in the lives of all of us. If when the daily grind grows cruelly tense, and threatens to gnaw into the very last atom of our good humor, we teachers could grow blessedly romantic, and hie us off for a wee space to the slopes of Parnassus, what a sacrament of mercy that would be! A bit of romance and a bit of poetry carry us far on the road to happiness; for: "Poetry has the power to ease the burdens of the world and make undying music in it."

Statue Tag

Any number of players may participate in the game. The one who is "it" begins the game by striking a posture to be assumed by the other players. To escape being tagged, the players must assume this posture, but no one may do so in safety more than three times. After that he may be tagged. The first one tagged is "it" and sets a new posture.

AROUSING ENTHUSIASM IN STUDY

(Continued from Page 256)

of him in his coat of many colors, through his dungeon days to the pinnacle of his power. Moses from his reed cradle to the palace of a king, throughout his stormy interviews with Pharaoh, his passage through the Red Sea on to Sinai and the burning bush all are interesting. In fact we probably all agree, in some measure, with Captain January: "Anybody can bring up a child who possesses a cow, a copy of the Bible, and William Shakespeare."

We should, as teachers, develop not only scholastic interests but play and social interests as well. No matter how exciting a game may be, children should be taught to respect the rights and feelings of others, never to say anything to hurt a playmate, and to refrain from domineering. They should be taught to help poor children without "letting their right hand know what their left doth"; to visit sick classmates, and to send some little token, from time to time, to show that they are not forgotten; to interest them in the poor little Pagan children, encouraging them to save their pennies and to deny themselves little luxuries in order to send money for their relief.

Above all is it our duty as Religious teachers to interest our pupils in the lonely dweller in the Tabernacle, so that the daily visit will become a habit which will persist through life. If we could stir up in their young hearts a personal love for the Master, so that His interests become theirs, then indeed would we have attained the acme of success; success that will follow them beyond the grave through the portals of eternity, where interests of all kinds will be merged in fruition.

THREE GIFTS FOR THE DIVINE CHILD

(Continued from Page 261)

Teresa (Slowly)—I think I understand what you mean.
Gertrude—It will require a generous sacrifice from you;

can you make it?

Teresa (Cheerfully)—Yes I can, and with a smile, too. I will give up the gold piece Father sent me, and for the frankincense, Mother's present of sweet perfume. Now, what will take the place of the Myrrh?

Gertrude-Myrrh symbolizes suffering, and so does the cross: will you give up the silver crucifix sent to yo

by Sister Angela?

Teresa—Yes, yes. (Takes the objects from a table nearher chair.) Here are my three gifts of gold, frankingense, and myrrh. Please take them to the school hall Certrude. as my offering to the Infant Jesus in the person of His poor. Do you think He will be pleased with them?

Gertrude—I am sure He will. I will put them first on this altar of the Infant Jesus, which I had prepared as

a surprise for you.

(She pulls aside a curtain or screen, and displays an altar containing a statue of the Divine Child, and decorated with lights and flowers. A small child appropriately attired could represent the statue.)

See! the Holy Child is stretching forth his arms to you,

See! the Holy Child is stretching forth his arms to you, and his lips are smiling as if He were saying, with the Christmas angels, "Peace and joy to men of good will."

THE PLEA

Teach us, Great Teacher of mankind, The sacrifice that brings thy balm; The love, the work, that bless and bind; Teach us thy majesty, thy calm.

-Richard Watson Gilder: God of the Strong

St. Catherine's Day (November 25) is a festival widely observed. On that day, tradition has it, winter begins and continues until St. Gertrude's day in March. There is a proverb, "St. Catherine casts winter into the Rhine; St. Gertrude with the mouse afterwards takes it out.

THE MASS-THE GREAT PROJECT

By Rev. J. T. McMahon, M.A. (Continued from October Issue)

(Continued from October Issue)
The Primary School (Age 8-12)—The Story Cycle

In this cycle we have two projects, the one growing out of the other. The co-operative one is to make and equip a model sanctuary. The individual one is to plan and produce a personal mass-book on the same lines as the homemade Catechism. During the past three years we have examined some beautiful souvenir-books on the Mass made by children of this stage. They will be cherished mementoes of happy activity in the after-school years. The Maas-book was inspired by the homemade Catechisms. We have already described that in detail.

So we need not dwell on it again.

Our co-operative project began by a diligent search through catalogues for illustrations of altars, altar furniture and sanctuary fittings. A class scrap-book was used to file the result. Several visits were made to the Church, and object-lessons were conducted on the altar. We divided the class into committees and called for designs for our altar. Several groups worked in plastescene models. The design is accepted. The boys are set to make the altar and fixtures. The girls are to make the vestments, altar linen and sanctuary decorations. When the altar was drying after its first coat of paint and the linen was ready for laundry, someone suggested that we have a priest. "Father Richard" arrived the next morning. Work for another group began in dressing Father with Roman collar, cassock and biretta. His arrival caused a big rumpus, however. The vestments did not fit. They had to be remodeled, because unless they came "off and on," what use were they? Later the vesting of "Father Richard" was looked upon as "the better part." The result of all is that we have a model altar, a model sanctuary with altar rail and carpeted floor, and a model priest.

Accompanying the modelmaking are instructions on the different parts. In our text-book we have several diagrams which the pupils have enlarged and made into charts. One diagram represents the Mass as a climbing up the hill of Calvary. At the summit is the Consecration, and then descending to the Last Gospel. The child moves step by step up the hill explaining as he goes. The pupils are encouraged to search for pictures of the various parts and paste them into their homemade mass-books. The mass-books, as the homespun Catechisms, are filled with appropriate personal comments and are revelations of private devotion and meditation. The diagrams open up many exercises, v. g. a pupil is asked to name all the steps from the Introit to Offertory; to locate the Memento for the Living; to point out variable parts of the Mass.

for the Living; to point out variable parts of the Mass.
We use the model in many ways. We divide the class into groups: A. prepares the altar, cruets, candles and flowers; B. vests the priest; C. act as servers; D. take all the parts from opening Psalm to Offertory; E. from Offertory to Sanctus; F. from Sanctus to Pater Noster, and

G. from Pater Noster to the end.

The priest is moved back and forth according to the actions of the Mass, and whoever moves him explains to the class the part of the Mass, its significance and any

story that may be appropriate.

Another exercise is to use the model for an object lesson on how to hear Mass. Chapter XI (pp. 90-96) in "The Sacrifice of the Mass" supplies sufficient matter for the lesson. We divide the Mass into four parts according to the four ends—Adoration, Thanksgiving, Reparation and Petition. We stress the necessity of fulfilling these four duties to God during the Mass and appeal to the pupils to make their own acts of Adoration, etc., and record them in their books. We ask all to copy the following verse, which will be an easy way of remembering the four duties:

"Adore till the Gospel,
Give thanks to the bell;
Till the Communion ask pardon

Till the Communion ask pardon,
Then all your wants tell."

In our text-book—"The Sacrifice of the Mass"—we emphasize the fact that the congregation are co-offerers with the priest. "Pray brethren that my sacrifice which is also yours may be acceptable to God"—is the petition of the Church through the priest at the "Orate Fratres." Union with the priest, especially at the Offertory, when the prayer of Abbe Poppe is so appropriate—"O my God I

put myself also on the paten. I wish to be offered with Jesus, by the hands of the priest..... I will never more grumble about anything. Whatever you do is right."

We have found the following a very good revision exercise. It takes the form of a game, and under that happy guise a thorough repetition of the work is accomplished. There are two rival camps. The black-board records the scores. For every miss there is a mark against the side, and the winner is decided by the least number of marks. The model is placed on a table around which the class is grouped. The question to be answered is: "Should you enter the Church and see the priest (at Epistle or Gospel sides or at center of the altar) what part of the Mass is he saying? "Father Richard" is put in position while two pupils from each camp are outside the classroom. One comes in at a time, and he is asked by his rivals to state what part of the altar the priest is at, what he is doing or saying. Then comes the other pupil, and the same questions are put by his rivals. The game can be varied. We put the diagram of the Mass represented by the hill of Calvary beside the model altar. The pupil is asked to point out the various steps in the diagram, v. g. the Epistle. Then he is asked to place the priest at the Epistle side of the model altar. Reverse the process, the priest is in position, now point to that part in the diagram.

In the upper classes of this stage we have attempted something more. The girls take charge of the altar. We use a large table with a small box as tabernacle. From the local sacristan we borrow the altar linen and vestments. The exercise begins with the preparation of the altar and the laying out of the vestments. One of the boys acts as the priest. He vests fully. He then begins the Mass and reading from a prayerbook the opening Psalm, the servers answer. He moves from place to place at the altar, directed by a pupil in the class. Right through the class the different parts are circulated. The explanation is kept in close contact with the action, and an association link is formed in the child's mind which will not easily be severed. We have found this a splendid training ground for the Mass servers. Another apprenticeship for Mass servers is at work in some churches. The boys (8-12 years) who wish to learn to serve Mass are asked to get cassock and surplice. Two seats are provided for them in the Sanctuary. Five minutes before the Mass is done they march out two by two, genuffect and bow to each other in choir fashion, and then walk slowly to their seats. They attend Mass as if they were in choir, a bigger boy acting as leader. They stand or sit or kneel according to the normal rubrics. They are asked to watch the priest and servers closely, and to tell what they saw in a class discussion next day. Through successive observations we cover the whole Mass and give them something to start upon in their learning the Latin and the service of the altar.

A Class-drama on the Mass

In most of our schools we have a class-drama on the Mass on one Friday each month. It is a class-service. There is no audience. The table-altar is placed in a suitable position. The class stand around the walls. Each child comes to the table, does whatever is appointed to him, recites his part, and then passes on and stands behind the last child in the class. The class moves around the room until each pupil gets a part. Beginning again, it continues until the drama is finished.

Each month a different part is assigned to different pupils. The more important parts are given as rewards for progress in class, v. g. the best boy for the month has the honour of donning the vestments. That honour is voted by the class. There was keen rivalry to win it. The pupils are anxious to retain the big parts, and feel the loss of an important part very much.

Each child writes his own part. For example, if his first act is to carry up the altar stone, he goes to his textbook, "The Sacrifice of the Mass," and writes a short paragraph summarizing the matter there. He does the same for the "step" of the Mass, v. g. the Creed, which falls to his lot. The pupils learn their parts outside of class time. The first month's trial requires a practice each week, and by the end of the month the class moves through it without a hitch. After the first month there is no need of further rehearsals. Each child brings a copy of his part with him, which he consults at the first mistake. Of course they are all keen in dispensing with the copy,

and there is a healthy rivalry between the boys and girls to be the first to dispense with the copy.

It is a form of drill work which has an interest for the child. The teacher sits quietly and listens. She is the audience. There are no interruptions in the exercise, and consequently nothing interferes with the learning process. It runs smoothly on, no jerks or stoppages which may allow other associations to be formed that may hinder the learning process. Attention is intent. The child reciting becomes the cynosure of all eyes.

The pupils are learning all the other parts as well as becoming perfect in their own. Each pupil is expected to record the whole exercise in his Mass-book. He is encouraged to make it a personal summarizing. The storycouraged to make it a personal summarizing. The story-content is enriched by pictures, extracts, diagrams and personal comments. This objective-teaching of the Mass has borne fruit. Pastors and teachers agree that it has made the children very curious about the Mass. In fact, too curious, according to one Pastor, who charged us: "Why are you teaching the children so much about the Mass? I have got to be very careful about my rubrics in future. Coming from Mass this morning I was waylaid by the server, a boy of 11 years, who asked me: 'Why don't you bless the water in a black Mass?' And the other day I was clean bowled by a little girl of 12 years who asked me: 'How many times do you kiss the altar during Mass?' That surely is a compliment. Vour children's Mass? That surely is a compliment. Your children's knowledge of the Mass is a check on the priest's rubrics. We have advanced far. We are convinced after several years experience as an examiner of Christian Doctrine that the objective teaching has done more to beget a proper appreciation and a lasting devotion to the Mass than the numerous discourses given on the subject. The children love the method. Some pastors condemn the method because it leads to irreverence. It has been quoted against the method that the French people's irreligion was due to playing with altar models as children. altar is never a toy. The only irreverence we have seen came from adults who made a great joke of the models. They are no jokes to the children, but matters of earnest consideration. On one occasion we accidentally overheard a remark from a child of this stage which came to us as a great encouragement to go on with the idea. We were conducting an object-lesson on the Mass, and of course blended an examination with the lesson. It seemed to be a painless extraction. The examination finished, we were preparing to go, when the remark came floating through the excited chatter of the children: 'Oh, Sister, isn't Father McMahon mad about the Mass, and doesn't he make you mad about it also?' On another occasion we questioned one of the alumni, having left school some three years, about the enduring fruits of the Christian Doctrine class. The reply was encouraging. I have learned one thing that has helped me greatly. I know the parts of the Mass, and at school I began to use a Missal and Mass has never seemed too long since. We add a copy of the class-drama on the Mass taken

The Method in Detail

verbatim from a child's Mass-book:

Part I.

- Sacrifice: is the highest and greatest act of worship that man can perform. God Himself in the Old Law commanded sacrifices to be offered to Him.
 - These ancient sacrifices were figures, or shadows of the sacrifice of the New Law,—the Holy Mass.
 - Each ceremony connected with the Holy Mass, each vestment worn by the celebrant, and each piece of Altar furniture has its symbolic or historical meaning.
- The following articles are necessary for celebrating Mass.

 2. The Altar: Is the place of sacrifice—as it were, another Calvary. It also represents the table used for the Last Supper.
- 3. Altar Stone: A small slab of marble on which the Host and Chalice rest during Mass. It is especially consecrated by the Bishop and it is the Altar really—because you must always have a consecrated Altar Stone to say Mass on. If a priest has to say Mass in all sorts of different places he must have a thin Altar Stone that he can carry about.
- Altar Stone that he can carry about.

 4. Altar Cloths: Three linen Altar Cloths are on the Altar, the two under ones reach only from end to end—

 (Continued on Page 278)

LANGUAGE STORIES FOR THE GRADES

By Katherine M. Starkey

The Thanksgiving Basket

Glenn and Gladys were twins and they were five years

It was Thanksgiving day and Glenn and Gladys were busy filling a basket to take to a poor old lady who lived in the next house.

Gladys put in a little cake she had helped mamma to make, a dozen cookies, six apples and a little package of Glenn put in a loaf of bread, a little roll of butter, a bunch of grapes and a dear little pumpkin pie.

Gladys put a clean white cloth over the top and then they put on their things and carried the basket to the

"You are two dear little children," she said, "and I love you both. You have made me have a very happy Thanks-giving day."

Harold's Lesson

Harold was playing in the back yard. He was building a barn out of sticks that he had found behind the barn where his father was building a chicken house. Harold loved to build little barns, and was so interested that he did not hear his mother call. She called three times before Harold heard her. Now Harold thought that his mother wanted him to carry in wood, so he did not anmother wanted him to carry in wood, so he did not answer. He kept very still and his mother thought he was playing with Carl. When dinner time came and they were all eating, Harold's mother said: "Harold, I called for you this morning but I guess you were away. I was baking cookies and wanted you to have a hot one." Now when Harold's mother calls he always answers, "Yes, mother, I am coming." And that is the way all good boys should. boys should.

The Helpful Brook

The little pond said, "I want to be great." But the little brook said, "I want to be helpful. There is so much to do it keeps me very busy. I must give the thirsty flowers a drink. I want to wash the feet of the ferns and make nice little shallow places where the birds can bathe." The little brook did all these things and many more. She ran through the pasture and watered the cows and sheep. She made cool, deep places for the fishes to play in. She made nice marshy places for the frogs. And the ferns and the flowers, the birds and the children loved the hap-py, helpful little brook.

HUMOR OF THE SCHOOL ROOM

God Protect Our Country

A small boy was taken by his father to watch the pro-

ceedings of the Senate from the visitors' gallery.
"Dad," he said, pointing to the chaplain, "who is that man over there?"

"That is the chaplain," explained the father.
"Does he pray for the Senators?" asked the boy.
The father pondered for a moment and then said: "No, my boy, when he comes into the Senate Chamber he looks around and sees the Senators sitting, and then he prays for the country.

The Domestic Situation

"I had to be away from school yesterday," said Tomniy.

"You must bring an excuse," said the teacher.

"Who from?" "Your father."

"He ain't no good makin' excuses. Ma catches him every time.

Blamed the Teacher

Tommy came home from school and handed to his father the teacher's report on his progress during the

"This is very unsatisfactory, Tom; you've a very small number of good marks. I'm not at all pleased with it."
"I told the teacher you wouldn't be, but he wouldn't

THE TREND OF TEACHER TRAINING By Rev. Sylvester Schmitz, O.S.B.

(Concluded from October Issue)

Keep in mind that I have no intention to discourage teachers from working toward a bachelor's degree. I am ready to defend the thesis that our Teaching Sisters should work for degrees. I would not maintain, however, that all the Sisters now in service should strive toward that goal. I would not even advocate that all those teachers who have been taking in-service training of one kind or another should continue in that direction. Many of the Sisters now entertaining such ambitions are far too advanced in years to profit appreciably from such work. Many others are not capable of enduring the physical and mental strain which continual study and teaching effort entail. For the reasons enumerated above, it would be far better for many of those Sisters, for the communities they represent as well as for the general health and efficiency of the Catholic teaching personnel, if they would discontinue in-service training entirely or pursue it only rarely and with prudent moderation, relinquishing forever all ambitions for degrees. More specifically, I claim that sisters who have not completed a full two year normal course should not be permitted to undertake purely academic courses by in-service methods except in cases where they have been definitely set aside for teaching in the high school.

As regards those teachers who have completed a two year normal course and are physically and mentally able to pursue further studies, but who are likely to continue teaching in the elementary school, I would seriously question the value of any indiscriminate bachelor's degree which usually requires concentration upon and specialization in one or two Why not have these purely academic subjects. teachers pursue a course of studies which is closely correlated with the actual work of teaching in the elementary grades and which at the same time will lead to a degree? In other words, why not plan a four year program of studies for prospective elementary school teachers, arranging the courses in such a way that after completing the program of studies outlined for the first two years, the students could enter upon actual teaching service and at the same time continue by in-service methods the courses prescribed for the last two years? The courses making up the curriculum of the last two years would be of an advanced nature and designed to further improve the professional equipment of the teacher for the teaching activities required in the elementary school. Prescinding from the fact that there would be no loss of time or credit as would be the case when working for a purely academic degree—since some of the work done in the normal school may not be accepted toward a purely academic degree—there would be the added advantage that all courses taken in summer schools and by extension methods would contribute toward one and the same co-ordinated whole. I maintain, therefore, that teachers who at the present times are employed in the elementary school and who are likely to devote their professional lives to that type of teaching, should FOL-LOW A DEFINITE, CO-ORDINATED GROUP OF COURSES HAVING FOR ITS IMMEDIATE OBJECT THE PREARATION OF TEACHERS

FOR THAT SPECIFIC TYPE OF PROFESSIONAL WORK AND WHICH ULTIMATELY TERMINATE IN A BACHELOR'S DEGREE IN EDUCATION.

I would go a step farther and say that these teachers should follow out a program of studies that has for its immediate object the preparation of teachers for A SPECIFIC TYPE OF TEACHING IN THE ELEMENTARY SCHOOL. The implication here is that there should be a four year curriculum designed to train teachers for the primary grades, another, for teachers of the intermediate grades, another for those contemplating grammar grade or junior high school teaching. Briefly stated, teacher training should be differentiated on the basis of future professional service in the elementary school.

I realize that such a suggestion may appear both startling and untimely to many Catholic educators who are not familiar with the recent transformation which teacher training in the United States has undergone. Expert opinion supported by educational practice is practically unanimous that such differentiation of teacher training is essential to meet modern educational needs. It is impossible here to point out the psychological principles and facts upon which the idea of specialized and differentiated preparation of teachers is based. I have given this topic extensive treatment in the book, THE ADJUSTMENT OF TEACHER TRAIN-ING TO MODERN EDUCATIONAL NEEDS, which will come from the Abbey Student Press during the course of the next few weeks. Suffice it to say here that, whether we consider the physical, psychical, mental, moral or educational life of the child, significant changes are discernible at different age levels and must receive consideration if the child is to secure the best that progressive education has to offer. If the child of eleven years differs in so many phases of child life from the child of eight years, it seems but natural that different types of teaching are required at these age levels. Consequently, teacher training should be based on a definite field of professional work. Such is the underlying principle of differentiated teacher training.

That such differentiation is practically unknown to Catholic teacher training is, unfortunately, too true. But that such a program is not untimely both from the standpoint of teacher shortage and of Catholic teacher training facilities, I feel that I am able to show.

d

t

e

11

d

ed

at

ry

P

From a study of more than 10,000 teachers employed in the Catholic schools, I found that at least 40 per cent of the communities represented by this group of teachers are in a position to adopt the suggestion made above and to introduce four year differentiated curricula for the training of their teachers. An additional 40 per cent of the communities could adopt such a program with some modifications as to the amount of pre-service training. Differentiated curricula can be operated with but a slight addition to the faculty required to operate a single general curriculum. I cannot here give the details showing how this can be done. This phase of the program has been treated in the book referred to above.

Have you ordered

THE WINSTON SIMPLIFIED DICTIONARY ADVANCED EDITION

It is the most modern, the most complete, and the most inviting abridged dictionary ever published, and the lowest priced.

"Should be on every teacher's desk."

—Review in Nebraska Educational Journal.

New from A to Z.—Defines 100,000 words and phrases.—Simple, accurate definitions.—Large, clear type.—3000 original illustrations.—16-page Atlas in color.—Valuable Appendixes.

List Price \$2.64

With Index \$2.88

If you are not familiar with it send for a copy on approval

THE JOHN C.WINSTON COMPANY

Address your correspondence to

N. P. CALLAHAN

Winston Building

Philadelphia

A New Service To Teachers

"The Science Classroom," used by thousands of teachers, has been doubled in size this year to meet the demand for varied classroom and supplementary science material for the student and teacher.

"The Outlines of Elementary Science, Grades I-VI," is a department organized to meet your requirements. It supplies topics, methods and suggestions for work and references for outside reading. Also, excellent material for Elementary Science classes is found in other departments.

The Science Classroom Gives You Each Month

Outlines of Supplementary Material for General Science Students. Science Club Activities and Programs. Chemistry, Physics and Biology Notes. A Nature Calendar. Astronomy Month by Month. Classroom Procedure, Teaching Methods and Helps.

Price, Twenty-five Cents for ten issues, September to June.

Popula 244	r Science Pub. Co., Inc. Fourth Ave., New York City.		
	send me free sample copy of "		n."
Name	•		
School	Address		
City		State	

It may come as a surprise to many to learn that well trained and experienced Catholic teachers are convinced of the necessity of such differentiation of teacher training. Some months ago, I sent questionnaires to 250 well trained Religious teachers representing different types of teaching in the elementary school. By far the majority (91 per cent) of those replying stated that such differentiation is essential. Many of the replies were emphatically affirmative

Reference was made in an earlier paragraph to the transformation that has taken place in recent years in the teacher training policies in the United States. It will be pertinent here to dwell somewhat on the trend of teacher training for the American public schools. To begin with, many radical changes have taken place. Not the least important of these is the fact that the normal school of yesterday has become the teachers college of today. A complete transformation has taken place both as regards the organization and the function of the normal school. H. A. Brown, writing on this point, says: "Throughout the nation the state normal school of yesterday has become the teachers college of today and has en-tered the field of higher education. The elevation of the state normal school to the rank of a college represents a great expansion of the original conception of the normal school." (Ed. Admin. and Supervision, XII, 6, 1926.) Regarding the change in objectives, Rainey writes: "Normal schools have gone through a transformation period within recent years with respect to the objectives for which they were organized. Whereas in the past, their activities were confined almost entirely to the training of elementary and rural teachers, they are now enlarging their purpose and extending their program to all fields of teaching." (Ed. Adm. and Supervision, XI, 7, 1925.)

The extent to which tais is true is seen by noting the fact that in 1918 there were only 21 State Normal Schools offering a four year course beyond the high school, whereas, in 1926, there were 93 such institutions classified as teacher colleges and granting degrees. These institutions are distributed over more than 30 states and some educators maintain that within another decade scarcely a normal school or a city training school for teachers will exist which has not been made a degree granting teachers college.

Intimately connected with the transition of the normal school to the teachers college was the problem of the curriculum. The old two year general curriculum designed to prepare teachers for the elementary school had served its day. It was no longer suited to the new character, organization and purpose of the teachers college. The original normal school was born in isolation. It was developed in isolation. It was an independent form of school organization. The traditional curriculum had been worked out to meet the needs of teachers for the elementary schools regardless of what was being done in the rest of the educational world. But now that these schools have entered the field of higher education, now that many of their graduates are clamoring for admission into standard graduate schools, they must take cognizance of the standards of these institutions of higher learning and develop

their curricula accordingly. At the present time, educational experts are beginning to evolve new programs and curricula which give promise of placing the professional preparation of teachers on a much higher plane. These new curricula are based on specialization. They are built on the theory that there are distinct types of teaching in the elementary school for which specialized training is essential. A recent study of the courses of studies offered by these newly created teachers colleges shows that the majority of them are making a distinction in the preparation of teachers for different levels of professional work. Although there is still some uncertainty as regards the extent of the differentiation that should be made, there is fairly definite agreement that differentiation should be made for such fields as primary grade teaching, intermediate grades, grammar grades or junior high school, and rural school teaching.

The transition of the normal school into teachers colleges together with organized efforts made to standardize and improve upon the quality of teacher training led the formulation of standards for teachers colleges which were adopted by the American Association of Teachers Colleges in 1926. It is important for those interested in Catholic teacher training to become familiar with those standards. Unfortunately, I cannot dwell upon this topic in this paper. A discussion of these standards appears in the book I have mentioned above.

It is worthy of mention that the movement toward improved and specialized training of teachers for the elementary school has already had its influence on State Departments of Education. The Education Department of the State of Pennsylvania has already prescribed certain differentiated curricula for the state professional training institutions and has modified the requirements for certain certificates on the basis of such specialized training. Quite a number of states have in recent years increased the amount of professional and institutional training required to obtain certain certificates. As the specialized curricula become more stabilized and the graduates from the teachers colleges become more numerous, the inevitable result will be that State Departments generally will begin to incorporate differentiated training in their requirements for certain certificates.

In the light of these facts, it is obviously imperative that Catholic educators take cognizance of this nation wide movement toward improved methods of teacher training, and adopt measures whereby specialized training leading to a bachelor's degree can be provided for the teachers in the Catholic elementary schools,

I would not maintain that it is essential for Catholic education to adopt the standards proposed by the American Association of Teachers Colleges. But I do claim that, if we hope to maintain a high level of efficiency in our Catholic schools comparable to that contemplated in the public schools by the introduction of these improved methods, we have a duty to investigate the recent trend in the training of teachers for the American Public Schools, and to study the standards for teachers colleges recently adopted. I claim, furthermore, that if we do not decide to adopt these standards in toto, then at least

we should propose and adopt suitable and equivalent standards of our own. Either we must standardize our own institutions for the training of teachers or others will standardize them for us.

I am prompted to take this position because, after a careful study of the Religious normal schools, I am convinced that the type of training offered in many of these institutions does not measure up to the present day requirements. I have studied the curricular offerings of scores of these normal schools, their library equipment and their training school facilities, the qualifications of their teaching personnel and numerous other problems connected with the training of teachers. In some cases I made personal visits to institutions and had conferences with the nead of the training department. The findings revealed that very few of the Religious normal schools in the country are making any attempt to differentiate the training of teachers for different types of teaching in the elementary school. The institutions actually providing such training are mostly located in Pennsylvania where the State Department of Education has already adopted a definite policy with regard to this matter. other normal schools still adhere to the traditional two year, general curriculum designed to prepare teachers for any and all types of teaching in the elementary school. Even this curriculum in many cases was unsatisfactory and out of harmony with the commonly recognized objectives and functions of the normal school. The tendency to give courses strictly academic in character the most conspicuous place in the curriculum was very much in evidence. One school, for example, required 40 of the 60 semester hours of credit of the regular two year normal course to be in foreign languages, not to speak of other purely academic courses that were likewise demanded. Of all the courses offered by the different normal schools included in the study, not a single one was common to them all, showing that there is a lack of uniformity as regards the essential elements of teacher preparation. Less than half of the schools devote any time and attention to such courses as Educational Tests and Measurements, Mental Measurements and other courses which are now recognized as essential elements in the professional equipment of the teacher. Strangely enough, less than half of these institutions are offering courses in Religion. The practical training provided was not only insufficient in amount but likewise unsatisfactory as to the method of administration. The library equipment in many cases is entirely inadequate for the type of instruction which normal schools doing work on a college level should offer. All facts considered, there is a great need for re-organization, standardization and adjustment of our teacher training to modern educational needs.

TO SUM UP: In-service methods of teacher training have taken on a tremendous growth during the past decade and now hold a place in our teacher training program that is out of all proportion to the benefits that are likely to result therefrom. The courses usually pursued by such methods are largely academic in character and as such are not in keeping with the type of training required for teachers who will devote the greater part of their lives to teaching in the elementary school.

el

0

to

ot

(Continued on Page 284)

Manufacturers of

Very Highest Grade Gymnasium Equipment Playground Apparatus Athletic Supplies

Send for Catalogs



CHICAGO GYMNASIUM EQUIPMENT COMPANY

1835 W. Lake Street

Chicago

SCHOOL UNIFORMS

Blouses---Bloomers---Skirts

Prompt Deliveries



We deal with the school or direct with the pupils.

Write for samples or information.

We can refer you to Grade and to High Schools, Academies or Colleges using our garments.

Eiring Mfg. Co.

Toler Tomber

917 Third Street

ses sizes.

Milwaukee, Wis.

OUR SISTERS AND LONGER LIFE V.

By James J. Walsh, M.D., Ph.D. (Concluded from October Issue)

It is no wonder that Florence Nightingale, when she came to know them, wrote so enthusiastically about the Sisters. She wrote to Father, afterwards Cardinal, Manning (the letters were published in the Dublin Review for 1917), pleading with him to get permission for her to be trained by the Sisters in Dublin. She mentions both the Sisters of Mercy and of Charity and she says: "For what training is there compared with that of a Catholic nun? Those ladies who are not Sisters have not the chastened temper, the Christian grace, the accomplished loveliness and energy of the regular nun." "I have seen something of different kinds of nuns," she adds, "and am no longer young, and do not speak from enthusiasm but from experience. There is nothing like the training (in these days) which the Sacred Heart or the order of St. Vincent gives to women." She wanted to secure that training, and hoped that Father Manning would have influence enough to enable her to obtain it. She would have been quite willing to give three months or more to it.

willing to give three months or more to it.

Note: Curiously enough, she seemed to think that it would be possible for her to receive this training as a member of the Sisterhood to all intents and purposes, dressed in the habit of a Sister and without anybody being aware that she was neither a member of the order nor yet a Catholic. She did not wish to go as an onlooker or a mere observer, even though she might be given some small part in the regular work for the three months in question. She wanted to secure the training given to a member of the community, training which she felt she could not obtain as a postulant or as a novice. She thought that if the Mother Superior knew her secret, as well as the chaplain, perhaps that would be all that would be necessary. Just what she thought about the question of the reception of the Sacraments, we have no means of ascertaining now. Manifestly she missed the core of the re-ligious life, and thought that the external training, with course the training of heart and mind as well, was all that was necessary, and she had no realization at all of the fact that the religious element was the most important factor in the life of the religious.

Later on, during her experience in the Crimea, Florence Nightingale had the chance to be in very intimate contact with the Sisters of Mercy who at twenty-four hours' notice accompanied her from Bermondsey in England to help nurse the British soldiers whose neglect had stirred up the pity of the world. When, after all was over, and the Sisters were leaving, Miss Nightingale wrote to Mother Superior, "Your going home is the greatest blow yet, but God's blessing and all my love and gratitude go with you, as you well know." At the end of her letter she said, "I cannot express to you, dear Reverend Mother, the gratitude which I and the whole country feel to you for your goodness. You have been one of our chief mainstays, and without you I do not know what would have become of the work. With love to all my Sisters, believe me, dear Reverend Mother. Ever yours affectionately, Florence Nightingale."

When the peace came, in 1856, and the Mother Superior of the Sisters, in shattered health, but also with imperative duties at home in England calling her where the poor were suffering so much after the war, had to hurry back to her daughters there, she left the word behind, "Work away merrily." Florence Nightingale wrote her a farewell letter:

"You know that I shall do everything I can for the Sisters whom you have left me. I will care for them as if they were my own children. But it will not be like you. I do not presume to express praise or gratitude to you, Rev. Mother, because it would look as though I thought you had done this work, not unto God, but unto me. You were far above me in fitness for the general superintendency, in worldly talent of administration, and far more in the spiritual qualifications which God values in a Superior; my being placed over you was my misfortune, not my fault. What you have done for the work no one can ever say. I do not presume to give you any other tribute but my tears. But I should be glad that the Bishop of Southwark should know, and Dr. Manning, that you were valued

here as you deserve, and that the gratitude of the army

is yours."
Florence Nightingale manifestly realized the wonderful spirit that the religious life gives to the Sisters, once she had come in intimate contact with it. Anyone who knows her letters and notes on the care of the poor, her notes on the management of hospitals and on the training of nurses, is likely to feel that few women have ever understood women and their relation to the social problems better than Florence Nightingale. She was a wonderful woman in her thoroughgoing appreciation of character and what could be accomplished by training. Yet she felt that all of this had been recognized by the Sisters and actually incorporated into their mode of life, that they were taking the rough diamonds of humanity and polishing them into precious stones that gave back with redoubled fire and brilliance all the rays of brightness and light that there might be in the world around them. She thought of it as natural, but learned to know it as supernatural; and of course her great friend, Mary Stanley, the sister of Dean Stanley, the well-known Anglican dean of St. Paul's, after similar intimate contact with the Sis-ters during the Crimea and at home in England during the hardships of the war period, became a convert to Cath-

The great German poet, Goethe, once said, "The secret of happiness in life is not doing what you like but liking what you have to do." Probably physicians are best situated to know very well that doing what you like and having nothing to do that you have to do is the strest source of nervous troubles of many kinds. It is the women particularly who have very little to do that they have to do, the women who are without children, who are so often in our day without homes that they have to manage, who live in apartment hotels and have scarcely a care on their minds except of course their hair dresser, now become a barber, their dressmaker, as well as of late years their bookmaker, and of course what they are pleased to call their social duties, who crowd the waiting rooms of our neurologists, but also the waiting rooms of our gynecologists, and who have to go to sanitariums for nervous breakdowns and to hospitals to be operated on for this and that and the other. It is they who have to take omnifacients and drugs of other kinds, and who become drug fiends, and it is they who find life miserable, and wonder why with everything at their command they have not the health to enjoy it.

Goethe emphasized too the placidity of life and how it made for happiness but also for efficiency. He said that life was to be lived Ohne Hast, ohne Rast, without haste and without bustle and worry. Probably nothing provides the disposition for the securing of that happy state of mind so well as to be able to say, every day and many times a day, and to mean it, "Thy Will be done." His Will will be done anyhow, but the putting ourselves in harmony with it is the surest provision that nothing that happens to us will seriously disturb us. The old Stoic philosophers used to say, the gods do not care what happens to us, but they care a great deal how we react to what happens to us. There is the formula that means so much for life and that gives religious a sure refuge against whatever troubles may happen. They have that much-talked-of resource and avenue of escape from life and its worries. They have an avocation that proves a diversion from the trials and hardships of their practical They have a hobby in the religious life—if with vocation. due respect one may call it that, that keeps them from occupying one narrow portion of their brain all the time, and affords real distraction from worrying duties by giving them an approach to the Infinite.

The daily meditation and the daily examination of conscience, as practiced by religious, represent very valuable incentives to optimism as regards health, and toward the neutralization of unfavorable suggestion such as humanity is prone to make. It is very interesting to study some of the imitations of old-fashioned meditation and examen of conscience as they have been elaborated by various new healing cults which have attracted a good deal of attention in recent years. For instance, Mr. Horace Dresser, in his "History of the New Thought Movement," emphasizes how much good may be done to sufferers of various kinds by having them go into the silence, or hold a silent hour of communion with themselves, for the heal-

ing of the individual and of the nation. One of the New Thought leaders has suggested that this hour be dedicated to the realization of God. It is almost as if he were trying to urge what is known as the presence of God. He thinks that it would be particularly beneficial if it were agreed between them that each centre should ask its members to hold at least a brief silence at some particular hour, say at the noon hour, so that all might have the feeling that they were joined together in this effort, and therefore would readily have the conviction that they could accomplish very much by the communion of influence.

The New Thoughtists emphasize the fact that spiritual communion with the Infinite, or putting oneself in tune with the Infinite, or in harmony with the Almighty, will do very much to lessen the amount of suffering in the world, and enable people to recover from their ills. They think that the cultivation of the feeling of the presence of God is a very valuable help toward relief from ills and the gaining of strength for communion with the Almighty. They suggest further that on successive days in the week certain special thoughts with regard to the presence of God and His power should be cultivated. For instance, here is a quotation from a prominent apostle of New Thought. "Let us on each day take some definite thoughts. The first, God is love; the second, God is health; the third; God is the only reality; the fourth, God's image is in me; the fifth, the Father in me doeth the works; the sixth, God's kingdom is come on earth; and the seventh, the Christ is here in the hearts of humanity. Thus we have one thought for each day of the week. Let us think these thoughts all together with faith and with power and we can move the world." Except for certain peculiarities in the modes of expression, these are old thoughts of the spiritual and religious life, now made available for healing purposes in the modern time.

In a word, some of the very newest healing fads that are attracting the attention particularly of New Englanders and of the educated classes throughout the country, are founded on the idea that besides one's occupation in life one should devote oneself to trying to keep in touch with the Infinite, that is with God. This is to be done by short ejaculations, or by the recollection of the presence of God, or by the inner realization that God is beneficent and that we can trust Him, or very practically and simply by suggesting that His Will be done. The trials of life are difficult, and are too hard for most people to bear unless they feel their dependence on an Almighty Power, while if they do, they derive strength and help not only from the Almighty but from themselves. They are kept from interfering with their own energies by dreads and inhibitions, and so are able to accomplish a great deal that might otherwise seem impossible. They can stand much in life that would be so difficult as to be almost impossible, when they feel the nearness of God.

St. Teresa, I believe, once said that a minority of one with God makes a majority. When they asked her how much money she had to build a new house of the order, she said, "Three ducats." When they asked did she not think that this was a very small sum, she said, "Oh yes," and then added, "Teresa and three ducats can do little, but Teresa and three ducats and God, we can do everything." Here is the secret of the placidity and serenity, the happiness and joy of the Sisterhoods. It is not without its intervals of trial and disheartenment. That would be too much to ask; it would be heaven here on earth. But it makes life worth living far above the lot of ordinary mortals, and when life is worth while there is the will to live it, and those with the will to live add years to years, and, barring accidents, live their lives out to their fullest extent.

1

15

fe

th

e.

he

ty

of

n-

er.

111

0

old

SELECTED MEMORY VERSES ON THANKSGIVING DAY

Let us give thanks to those who sow The grain and fruit that makes us grow. Thanks for the sun, the rain, the snow, That helped the grain and fruit to grow. Thanks for the turkey and the pie, Thanks that we live and did not die. Thanks for the coming of the fall, Thanks unto God who gives us all.



for ALL PLAYS

We furnish Costumes, Wigs, etc., for all Plays and Operas.

Get estimate

The Wm. Beck & Sons Co.

ESTABLISHED 1858
Theatrical Costumers

Theatrical Costumers

1113 Vine St. Cincinnati, Ohio

Costume Add

The National Exchange Bank

385 East Water Street MILWAUKEE, WIS. Established 1855 DEPOSITORY FOR THE

United States, State of Wisconsin City and County of Milwaukee

> CAPITAL - \$500,000 SURPLUS - 850,000

Safety Deposit Boxes for Rent

3% Paid on Savings

Travelers Cheques

Accounts of Clergy and Institutions Invited



COLUMBIA INDESTRUCTO STEEL DESK

Over 50,000 Sold During 1925

Nos. 1 & 2 - \$4.95

Nos. 3 & 4 - 4.80 Nos. 5 & 6 - 4.65

Drawers Extra. Send for Catalogue

Tablet Arm Chairs.....\$3.75

Teacher's Chairs......\$2.85

COLUMBIA SCHOOL SUPPLY CO.

Indianapolis, Ind.

THE TEACHING OF RELIGION

Religion and Life

By Rev. C. P. Bruehl, Ph.D.

COLLECTION of recent publications in German dealing with the important problem of method in teaching religion bears the very significant title: Religion and Life. This title manifestly has been well chosen, since it clearly expresses the aim towards which all religious education must be directed. This aim, as the adligious education must be directed. This aim, as the advocates of the various methods will unhesitatingly admit, is to establish the closest possible union between religion and life. On this point there is not and really cannot be the slightest disagreement. Divergence of opinion only begins when the question arises of the means that are to be adopted in the pursuit of this aim. Thus one of the authors of the publications referred to categorically states: "Whatever modifications in the method of religious in-struction may be introduced, and though they be of the most radical and revolutionary kind, the leading idea will always be to bring about a close and intimate contact be-tween life and religion." With equal emphasis Dr. John M. Cooper says in the preface to his "Religious Outlines for Colleges:" "In treating the Catholic moral ideal first, the pedagogical rather than the logical or theological order is followed. The central idea running through all the four courses, namely, that religion is primarily a life to be lived and a life to be lived seven days of the week, is thus given greater emphasis." It is gratifying to find that there exists absolute harmony in this matter, for as long as we have agreement on the ultimate end to be accomplished there is fair promise that accord will be reached with regard to methodological issues. Personally I love to think that the different schools are after ail not so far apart and that in the near future the energy which is now absorbed in mutual criticism will be turned into more productive channels. Meanwhile one would ardently wish that a more irenical tone prevailed in the discussions that are carried on by the exponents of the rival methods. is desirable that more stress be placed on that which is common to the different methods and that out of this new method be organically developed. For religious education should not be exclusively associated with any one method, since we have discovered by experience that pedagogical methods have something ephemeral about them. They are products of the day and subject to change. If we look at history we will notice that at different times some one method of the day, then in special vogue, was hailed as the unique and only right method, only to be quickly superseded by another one which in its turn was loudly proclaimed as the supreme and authentic one. What we want is not a break with traditional methods, but rather their evolution along the lines of new pedagogical discoveries.

The will to a reform and reorientation of religious in-It grows chiefly out of two struction exists everywhere. sources. One of these is the sad religious plight of the present generation. Keen and, on the whole, benevolent critics of our days tell us that religion does not occupy in modern life the place it ought to occupy. Religion is not an all pervading, dominating influence. In fact, many not an all pervading, dominating influence. In fact, many phases of life have become almost completely emancipated from the directive influence of religion. Between life and religion an estrangement has set in, which in some cases actually amounts to a real divorce. This modern phenomenon of a progressive alienation between religion and life rightly arouses concern and even causes alarm. has led to searching self criticism in those circles whose duty it is to minister to the spiritual needs of the people. Probing the sitation they have come to the conclusion that in part at least this untoward condition of affairs is due to antiquated and inadequate pedagogical methods. Hence, the will to reform is born out of practical necessities. Accordingly, the movement for reform is solidly backed by those who are engaged in the ministry of souls. This, no doubt, gives the movement a strength which it could not have, where it only supported on theoretical grounds. A movement rooted so deeply in practical necessity will not easily peter out, but will continue until it has achieved real results. This is an inspiring and encouraging thought for those who dedicate their time and efforts to the puble cause of reforming and readily string. efforts to the noble cause of reforming and readjusting the methods of religious teaching now prevailing in our

NEW SEAT WORK BOOKS PUPILS

Second Grade Seat Work for Silent Reading

PUBLISHED JUNE, 1927

THE book provides fascinating and useful seatwork for I the second grade. A variety of fresh and original exercises, based on the suggestions of the National Committee on Reading for 1925, are provided for the pupils. There are practical exercises in-

- Lettering Elliptical Stories Decapitation Exercises Riddles
- 1. Matching Words and Pictures 2. Finding the Right Words 3. Arranging Lists 10. True and False Sentences 11. Special Day Exercises
 - tences
 10. True and False Sentences
 11. Special Day Exercises
 12. Finding What is Wrong
 13. Out of Place Words
 14. Interpretation of Reading Matter

In two parts: Part I, Second B; Part II, Second A Each part, 7 x 10, 48 pages; price a copy, 20c, postpaid

First Grade Seat Work

is not a mere jumble of exercises to keep the children busy. It is a definitely organized book, whose purpose is to help the children in the mastery of the basal reader. At the same time it is a very entertaining book which will appeal to the pupils and add to the charm of everyday work. gives full scope to the expressional activities of the child in drawing, cutting and pasting, folding, and lettering. Size 7 x 11, 48 pages for First A. Price a copy, 20c, postpaid

Address all communications to

WEBSTER PUBLISHING CO.

102 N. THIRD ST. ST. LOUIS, MO.

Ideal Blackboard Stencils

Blackboard Stencils are an indispensable aid in modern teaching.

Prepared for the teacher who desires an outline pattern made by an artist and of subjects that are artistic, decorative and educational. They are all carefully made and when lined in and colored by the teacher, make very beautiful pictures. Varied assortment of subjects, suitable for all grades, subjects and occasions. List of subjects on request. Price 5 cents each; 60 cents a dozen. No order for less than a dozen accepted.

Picture Cut-Outs

Bradley's Straight Line Picture Cut Outs Combining Paper Cutting, Color and Simple Construction Work for Children. The designs are printed on heavy tinted paper, each sheet containing sectional outlines of one or more complete figures. Price per set 35 cents.

Seat Work Manuals

Primary Seat Work, Sense Training and Games. By Laura Rountree Smith, Cloth, 160 pages, with over 300 illustrations. Price 85 cents.

A new book that solves the seat work problem for the primary teacher. Suggestions for best carrying on seat work are first given, after which follow nearly 100 sense training exercises, 300 seat work plans and devices, and 54 schoolroom games. The material is arranged in orderly sequence under each heading, the aim of the book being to follow up the recitation lesson so that the efforts made there may be reinforced during the seat work period.

Orders prepaid promptly filled

DESMOND PUBLISHING CO.,

445 Milwaukee St., Milwaukee, Wis.

But another avenue of approach brings us face to face with the same problem. The demand for reform is voiced with equal insistence by pedagogical theorists. Now when a demand emanates from such opposite poles there when a demand emanates from such opposite poles there is strong reason to suppose that it is well founded and thoroughly justified. Let us see what processes of thought prompted academic circles to advance the claim for a reform of our methods of religious instruction. It was the painful contrast existing between the new ways of teaching other subjects and the old ways still clung to by the religious teacher that stirred up the ire of the professional pedagogue. Rightly so, for on the face of it nothing can be more absurd than that the religious teacher should tenaciously adhere to methods that had long since been discarded in every other department of human learning. Why, it was impatiently asked, this reluctance to give up methods that had outgrown their usefulness? Why this sad state of backwardness in religious pedagogy? Why should religious education not be benefited by the progress of experimental psychology which con-tributed so much to the simplification of the teaching pro-cess? These questions were but too justified and the impatience of the pedagogue can be easily understood. slowness of the religious teacher in adopting modern methods, however, can be psychologically accounted for, though it cannot be entirely justified. The nature of the subject which he teaches has an inherent tendency to render the religious teacher conservative and cautious. Newness is something to be avoided where religion is concerned. In religion the old traditional is the true. Very readily the teacher transfers that which belongs to the matter also to the method. He begins to think that since the matter must not change the method also should partake of this immutability. Hence, he resents all attacks on the traditional method, regarding it as unchangeable as the matter itself. Of course, in doing so he completely forgets that the particular method he happens to be using has been borrowed from the pedogogy of the times and that there is absolutely nothing immutable about it. All teaching methods are of human origin and have no par-ticular divine sanction. They may, therefore, be discarded when they no longer prove useful and when we have found something better to take their place. Another reason for the indifference, or even hostility, towards the newer educational methods is the undeniable fact that they were so frequently associated with anti-religious implications. Many of them originated in the soil of a materialistic psychology and are set forth against the background of a non-Christian philosophy. Naturally, this would render them suspect in the eyes of the religious teacher and dampen his enthusiasm for them. Also we must admit these new methods not unfrequently were championed in a manner calculated to arouse antagonism. These facts explain the conservatism of the religious This conservatism now must yield to insight and ledness. We must detach the useful modern openmindedness. methods from their objectionable psychological or philosophical background and apply them to the teaching of religion. The teaching of religion is not inextricably interwoven with any method and we can separate religion from the traditional teaching method without danger to the subject itself.

In fact, the present method of teaching religion is itself a child of its time. It was born in an intellectualistic age and is patently affected by the intellectualistic taint. Intellectualism is written all over it. Quite strange it seems that it took us so long to realize this. Now, however, since we have at last realized this fact, there remains room for one conclusion only, and that is: This onesidely intellectualistic method of teaching religion must go and give place to a method that is more in harmony with the nature of religion and the exigencies of practical life. More in accord with the subject, for religion is not merely a thing of the intellect. No intellectualistic method can do full justice to it. More in accord with the exigencies of life, for these demand that religion be made a vital and dynamic factor in life, which again no merely intellectualistic method can acommplish. The method by which religion is to be taught must at the same time grow out of religion and life. A method of such comprehensiveness is just a little too big to be accurately described by any label. It will lay under contribution the various existing methods and borrow from them whatever suits its purpose. This method though it has much in common with



Solving the Discipline Problem

W HENEVER you ask the children to place their Crayolas on their desks for a drawing lesson, your discipline problems are ended. Give them an interesting, timely subject to do, and you can hear the clock tick.

Our Art Service Bureau will gladly help you plan your art work. When writing, state the grade you teach, and describe your problems fully. Color work with CRAYOLA Wax Crayon is all-absorbing. It appeals to every child in the room. A single stroke of CRAYOLA responds to his desire to express both form and color. There is a CRAYOLA assortment for every color need—6, 8, 12, 16, 18 and 24 colors. Buy CRAYOLA from your nearest school supply dealer.



DrawingOnly 5000 at 75 Cents

The regular price of book is \$1.00, but to introduce it to the teachers we will make the above offer while the 5000 lasts.

LANDSCAPE PAINTING FOR SELF-DEVELOPMENT

A supplementary book consisting of 125 studies in color, outline—Poster and drawings for all grades with complete directions.

ESTHETIC—INSPIRATIONAL

Work you will delight to present to your pupils.

75c Postpaid. Postoffice order or Cash

Neilson Drawing Book Co.

Box 477
Pocatello, Idaho

the socalled accomplishment or self activity method cannot be completely indentified with it; since life is more extensive than work, accomplishment and self activity. The basic principle of this method, which is set forth in a recent work by Dr. Henry Kautz (Neubau des katholischen Religionunterrichtes), is that religion must be taught in such a manner that it immediately takes hold of the entire human being and becomes transformed into experience and doing. It is quite apparent that this method means a repudiation of the intellectualistic method. It recognizes the fact that religion is best learned by doing and practicing, and that one might intellectually grasp all the truths of religion without in the least being religious. It is the pedagogical equivalent of the beautiful words of Thomas a Kempis: "He then who would understand the words of Christ fully and with relish, must endeavor to conform his whole life to that of Christ. What doth it avail thee to discuss subtle questions concerning the Holy Trinity, if thou lackest humility, and thus displeasest the Trinity? I had rather feel compunction than know its definition."

THANKSGIVING By Amelia E. Barr

First Child-

Have you cut the wheat in the blowing fields, The barley, the oats and the rye, The golden corn and the pearly rice? For the winter days are nigh.

School (or Another Pupil)-

We have reaped them all from shore to shore, And the grain is safe on the threshing floor.

Second Child-

Have you gathered the berries from the vine, And the fruit from the orchard trees? The dew and scent from the roses and thyme, In the hive of the honey-bees?

School (or Another Pupil)-

The peach and the plum and the apple are ours, And the honey-comb from the scented flowers.

Third Child-

The wealth of the snowy cotton-field, And the gift of the sugar cane, The savory herb and the nourishing root-There has nothing been given in vain.

School (or Another Pupil)-We have gathered the harvest from shore to shore, And the measure is full and brimming o'er.

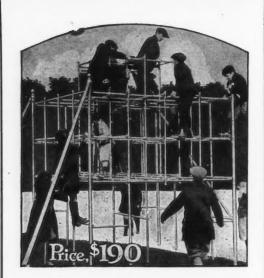
All—
Then lift up the head with a song! And lift up the hand with a gift! To the ancient Giver of all The spirit in gratitude lift! For the joy and the promises of spring, For the hay and the clover sweet, The barley, the rye and the oats,
The rice and the corn and the wheat, The cotton and sugar and fruit, The flowers and the fine honey-comb, The country, so fair and so free, The blessings and glory of home.

THE MASS-THE GREAT PROJECT

(Continued from Page 269)

the top one descends at both sides to the floor. These must cover the Altar-Stone.

- 5. Ablution Bowl: It always stands near the Tabernacle. The priest washes his fingers in this bowl, after touching the Sacred Host; therefore the water cannot be touched by anyone except a priest.
- 6. The Crucifix: Or image of our Saviour on the Cross, is placed upon the Altar, that as Mass is said, both the priest and the people may have before their eyes during this sacrifice the image which puts them in mind of those mysteries.
- 7. Wax Candles: For Mass it is necessary to have two lighted wax candles, the light is symbolic of Christ enlightening the world.
- 8. Charts: They contain portions of the Mass which cannot be conveniently read from the Missal.—This one stands in front of the Tabernacle. This is the Gospel Chart; it stands on the left hand side of the Altar. This one remains on the Epistle side of the Altar.



Every Playground and Schoolyard Needs a Spalding JUNGLEGYM!

How the children do fly to it-climbing to the top, turning on the bars, hanging and chinning, traveling the long ladders, races, games of tag. No end of fun on old Junglegym!

Absolute safety with maximum efficiency. Fifty to one hundred children are accommodated at the same time. The playground equipment without a fault!



For the little tots

Junglegym, Jr.

Bring joy to the kiddies with Junglegym, He makes them Ir. happy and builds their muscles. Price \$50.

Al Spalding & Bros

Playground and Gymnasium Outfitters

Chicopee, Mass.

COMPENDIUM OF HIGH SCHOOL (ACAD-EMIC) RELIGION

According to the Requirement of THE CATHOLIC UNIVERSITY. By Sister M. John Berchmans, O.S.U., M.A.

COMPENDIUM OF FOURTH YEAR HIGH-SCHOOL Twenty-fifth Article of the Series

First Uniform Outline of the Mass

1. Bread and wine are brought to the celebrant in vesa plate and a cup.

He places them on the table-the altar.

Standing before it in the natural attitude of prayer, he takes them in his hands.

4. Gives thanks, as our Lord had done.
5. Says the words of consecration.
6. Breaks the Bread and gives the consecrated Bread and Wine in Communion to the people. Eucharistic Service at Rome in the Early Second Century

Lessons from Bible were read.

Sermon by the bishop. Prayers for all people.

Kiss of peace.

Bread, wine with water, offered by the bishop.
Thanksgiving prayer by the bishop.
Memory of Our Lord's passion, including the words of institution.

Intercession for the people.

People end this prayer with "Amen."

Communion under both kinds.

11. A collection for the poor, of which the place in the service is not clearly indicated.

This is the Eucharistic service as given by St. Justin, martyr, who lived in 167 A. D. Order of the Mass as Given by Tertullian, St. Cyprian and

St. Augustine.
MASS OF THE CATECHUMENS.

1. Lessons read from a high ambo by a reader. These lessons consisted of the Law, the prophets, Epistle, Gospel, also letters of bishops.

Between lessons cantors sing psalms, Alleluhia is. also sung.

Sermon.

Expulsion of the catechumens and penitents.

MASS OF THE FAITHFUL.

1. Prayers of the faithful, presumably in litany form with a response. Probably the diptychs were read here. The diptychs, so called from two Greek words, meaning twice-folded, were two tablets hinged and folded together like a book. On one, the names of the living for whom prayers were to be said were written; on the other, the names of the dead.

Kiss of peace.

Offertory of bread and wine: Collections for the poor were also made. The wine is mixed with water.

Sursum Corda with its answer and the Eucharistic prayer.

Sanctus.

Words of Institution.

Memory of Christ's passion.

Fraction and the Lord's prayer.

Later writers put the kiss of peace here. 10. Communion under both kinds, the celebrant giving the consecrated bread, the deacon giving the chailice. Evone present receives Communion. They answer "Amen" to the words of adminstration.

11. Dismissal of the people.

Origin of the Word Mass

The word mass comes from the Latin word, substantive in form, for "missio," which means the "dismissal" of the people, as in the versicle, "Ite, missa est." St. Augustine says: "Post sermonem fit missa catechumenorum"—"After the sermon, the dismissal of the catchumens takes place." But the earliest certain authority for using the word missa is St. Ambrose who died 397 A. D. The "missa catechumenorum" means the dismissal of the catechumens before the "Mass of the Faithful" began.

Origin of the First Liturgy
Before the fourth century, while the Church was persecuted by the Roman emperors, there was certainly no absolute uniformity in every prayer and detail of ceremonial, as in our Missal now, for liturgical books did not appear

Fountains of Vitreous China





Two New History Notebooks

"Studies in United States History from Old World Beginnings to 1815" list 50c.

"Studies in United States History from 1815 to 1927," list 50c.

These books provide for specific and intimate study of the geographic settings for the narrative and descriptive matter of text books and supplementary readings in American history. The hand work provided by the outline maps gives specific training in map making and map interpretation. These definite exercises on outline maps add to the pupil's skill in reading the essential facts from the numerous maps in the history textbooks. In fact, the chief purpose of the book is to stimulate teacher and pupil in the learning of history by means of a systematic interpretation of important historical events and historical movements through constant use of maps in direct relation to the printed history of text book and reference books.

A detailed outline for a course of study in United States History is printed on the last pages of the books. It contains topics that are included in ten of the most widely used history texts. The outline will serve as a guide to the study of the textbook in relation to the work in the book. This method of study will aid in bringing out the relations among the many phases of American history.

McKNIGHT & McKNIGHT

PUBLISHERS NORMAL, ILLINOIS

till later. The lessons were, of course, read from the Bible; psalms, the Lord's prayer were known by heart. Beginning with the freedom of the Church by the Edict of Milan issued by Constantine in 313 A. D., we have complete liturgical texts, the first Euchologia and Sacramentaries drawn up for use in the Church. But as time went on, insistence on one part at one place, on another part at another place, some parts shortened, others enlarged, or slight rearrangements of the order, caused by some practical reason, brought about the different types of lit-The three old patriarchal cities of Rome, Alexandria and Antioch, on account of the importance of these cities, became in their local rites and ceremonies models to be copied in the churches in their vicinities. As the bishops belonging to these metropolitan sees accepted the jurisdiction of these three patriarchs, so did they imitate their services. Thus we learn the origin of the great parent liturgies, to which were added that of Gaul, and northwest Europe generally.

Four Parent Liturgies

1. Antioch; 2. Alexandria; 3. Rome; 4. Gaul. EASTERN LITURGIES—Antioch, Alexandria. WESTERN LITURGIES—Rome, Gaul. Liturgies Derived from Liturgy of Antoch I. Pure in the "Apostolic Constitutions" Greek. II. Modified at Jerusalem in the Liturgy of St. James.

The Greek St. James used once a year. The Syrian St. James used by the Jacobites and Syrian Uniates.

The Maronite rite used in Syriac The Chaldean rite used by Chaldean Uniates. The Malabar rite used by Uniates in India. III.

The Byzantine rite used by the Byzantine Uniates. The Armenian rite used by Uniates

Liturgies Derived from Liturgy of Alexandria

1. (a) The Greek Liturgy of St. Mark no longer in use.
(b) The Coptic—Liturgies used by Uniate Copts. The Ethiopic Liturgies used by the Church of Abys-

Liturgies Derived from Roman Liturgy

1. The original Roman rite, not now used.
2. The African rite no longer used.
3. The Roman rite with Gallican additions used by nearly all of the Latin Church.

Various later modifications of this rite used in the Middle Ages, now, with a few exceptions abolished.

Liturgies Derived from Gallican Liturgy

The Ambrosian rite at Milan.
The Mozarabic rite used at Toledo and Salmannca. Languages Used in the Liturgy of the Church
There are nine languages in use in the Catholic liturgy:

Latin, used in our Roman rite and in the Milanese and Mozarabic rites.

Greek, used largely, though not altogether, in the Byzantine rite.

3. Syrica, used in the Syrian, Chaldean, and Maronite rites, also in the Malabar rite.

Armenian, used in the Armenian rite.
Coptic, used in parts of northeastern Africa.
Arabic, used by some of the Melchites.
Slavonic, used in the Byzantine Liturgy of the Slav

races, and in the Roman rite in Dalmatia.

Georgian, used in the Byzantine rite in the churches of the Asiatic province of Georgia, who follow the Byzantine rite.

Roumanian, used in the Byzantine rite in the Roumanian province of Wallachia.

The above languages used in the Catholic Liturgy are not the modern spoken languages, but an ancient form

which has become obsolete.

In 1570 Pope St. Pius V, ordered the publication of the Roman missal, at the same time issuing a decree that all rites that could not be traced back more than two hundred years should be abolished. Among those that were

allowed to remain were:
1. The Milanese rite, which is also called Ambrosian from St. Ambrose, Archbishop of Milan. This is used in parts of Northern Italy.

2. The Mozarabic rite, which is used in parts of Spain.

The word Mozarabic derived its origin from the fact after the invasion of Spain by the Arabs in the eighth century, the Christians, who had intermarried with the Arabs were (Continued on Page 284)

BOOKLET No. S1927

(The Novelflex Setting)

contains valuable ideas in the use and manipulation of stage scenery and settings with particular appeal to amateur dramatic units-

> Little Theatre Groups Dramatic Organizations in schools, clubs, community centers, etc.,

will find much of interest in this booklet.

Ask for your copy!

NOVELTY SCENIC STUDIOS

340 West 41st Street

NEW YORK CITY

VISUAL INSTRUCTION

Daylight Lanterns Stereographs

Lantern Slides Stereoscopes

A VISUAL AID FOR EVERY **VISUAL NEED**

SOCIAL SCIENCES PRIMARY READING SLIDES OF THE MASS, by Rev. Geo. A. Keith, S.J.

HIGH SCHOOL SCIENCES MAP SLIDES

Write for further information

KEYSTONE VIEW

MEADVILLE, PENNSYLVANIA

Our Big Catalog .. 1927-1928



School Art Materials

DESK SUPPLIES - TEACHERS' AIDS PLAYS - ENTERTAINMENTS - SONGS

In sending for this book, please be sure to give your full mailing address. Catalogs are third class mail and the Post Office will not deliver them without complete address.

Practical Drawing Company

1512-16 S. Wabash Ave., Chicago, Ill.

Good Bookcase A for the price of a good book!



On Approval-Direct to User SECTIONAL BOOKCASE Endorsed by Over 100,000 Users

Endorsed by Over 100,000 Users

Made for and universally used in the finest homes and offices throughout the country. Made in sections of different sizes, sombining utility, economy and attractive appearance. Price complete as shown above, with non-binding, disappearing, felt-cushioned glass doors, beautifully finished in plain golden oak, \$15.75. In quartered oak or in imitation mahogany or walnut (willow). \$18.25. In genuine mahogany or walnut (willow). \$18.25. In genuine mahogany or walnut (willow). \$18.25. In genuine mahogany or walnut, \$21.50. Other styles at correspondingly low prices. Shipped direct from factory at big saving TO YOU. Write for new catalog No. 35.

The C. J. Lundstrom Mfg. Co., Little Falls, N. Y. Manufacturers of Sectional Bookcases since 1899. Branch Office and Warehouse: Kansas City, Mo.

Plays for Catholic Schools Better Than Gold (For a May Festival or Graduation) ... A Day With Peggy (One-Act Comedy Those Shamrocks from Ireland.....35c A Happy Mistake (for girls and boys) 35c Their Class Motto (for Graduation) . . 35c A Shakespeare Pageant (for Gradua-Plans for the Holidays.......30c The Bandit's Son (Mission Play for boys, relating to the present troubles Queen Esther40c Mary Magdalen40c St. Nicholas Came to the Academy All plays payable in advance by money order. Bank checks will not be accepted unless accompanied by 15 cents to pay for

exchanged. Complete Catalogue, 3 cents. SISTER M. AGNES
St. Mary's Academy, Winnipeg, Canada

exchange. No plays sent on approval or

BREVITIES OF THE MONTH

In what is thought to be the first attempt of the kind in the United States, the public schools of Cleveland are making an organized effort to teach racial and religious toleration to their thousands of pupils, irrespective of creed or nationality.

The University of Notre Dame football team bids fair again to establish itself as the greatest attraction on the gridiron. When the curtain falls on the 1927 campaign, it is estimated Notre Dame will have played before approximately 450,000 persons, including probably the largest audience that ever saw a football game in the United States.

Students from 117 colleges extending from Maine to Florida and from the Atlantic to the Pacific coasts, applied for admission to the medical school of St. Louis University this year. The applicants represented 19 recognized medical schools, in addition to the arts and sciences institu-

St. Bernard and St. Raphael Catho-Parochial Schools in Springfield, Ohio, are public schools, and as such, under the city ordinances, are entitled to free water from the city of Spring-field, Archbishop J. T. McNicholas, Cincinnati, contends in an amended answer filed in the city's suit against the Archbishop as titular head of the two schools.

Archbishop Keating of Liverpool, England, has laid it down as a princinle that the building of a Catholic school must always come before the building of a church in a parish. "The faith of the children must be provided for before the comfort of the congregation," he says.

President Coolidge issued a proclamation setting aside Nov. 24 as Thanksgiving day and calling upon the American people to show suitable gratitude for the "manifold blessings" which have come to them during the last year.

A notable victory was won by the parochial school conducted at Juneau. Alaska, by the Sisters of St. Ann. when 20 first prizes and 12 second prizes were awarded to the school and its pupils at the territorial fair. Public school pupils won ten firsts and 16 seconds.

None of the congregations of teaching sisters or brothers can fill the demand for teachers made by the dio-ceses of the United States, the Most Rev. Edward J. Hanna. Archbishop of San Francisco, and chairman of the Administrative Committee of the N. C. W. C., said in discussing vocations.

The Rev. James J. Talbot, rector of Datrick's Old Cathedral, New York City, is very proud of the fact that four medals have been awarded to the Girls Department of the parochial school by the Fire Department of New York City. The medals were won by grades 8B, 8A, 7B and 6B for

the best essays on fire prevention and the safeguarding of the city from fire. The "Old Cathedral" girls' school is under the direction of the Sisters of Charity.

Singing of "vulgar and profane" English hymns at the close of funeral Masses in Catholic churches was denounced by Cardinal William O'Connell. His Eminence referred to such hymns as "sob-producers" and threatened to suspend or to discharge or-ganists or choir directors permitting them to be sung.

Supreme Master John H. Reddin announces as the subject for the Annual Fourth K. of C. Degree essay contest, "The Critical Period in American History—1783 to 1789." This contest is open to junior and senior high school students in all accredited public, private and parochial schools in the country. Detailed information may be obtained by addressing, Su-preme Secretary William J. McGin-ley, New Haven, Conn.

Through public subscription and free labor a swinging foot bridge, 400 feet long, has been suspended fortyseven feet above the low-water mark of Beech Fork River at St. Thomas Ford, four miles east of Bardstown, Ky. It gives access to the St. Thom-Parochial school to forty children living east of the river who, for the major portion of the winter months, have heretofore been kept from their studies by the high waters of the little stream.

Members of St. Joseph's parish, Canton, Ohio, are insuring their lives for the double purpose of erecting a new church to cost \$150.000 and of protecting their own families in case of death. This novel plan enables of death. This novel plan enables every individual in the parish to make a bequest to the church in proportion to his means.

Fair Play for Catholic Schools
A state-wide educational campaign
fostered by the Ancient Order of Hibernians to bring about a better un-derstanding of the Catholic schools was launched in California in October. It was decided that the campaign should have the following objects:

1. To quicken the interest of Catholics themselves in the question of religious education—its history as an American principle—its present problems-its importance to the future of the nation.

To discuss the question of Catholic schools with non-Catholic bodies and give them a better understanding of this important subject. To appeal to their spirit of fair play.
3. To dissipate the idea propagated

by the enemies of parochial schools that Catholics are opposed to the public schools.

4. To invite the co-operation of all fairminded citizens in an effort to remove present disabilities in the form a tax upon religious education.

California, it was pointed out in connection with the campaign, is the only state in the Union that makes absolutely no concession in the way of tax exemption to Catholic schools and colleges.

The Catholic School Journal

And Institutional Review

A Magazine of Educational Topics and School Methods

An illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office of Milwaukee, Wis., under Act of Congress of March 3, 1879.)

SUBSCRIPTION—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$2.00; Canada, \$2.25; Foreign, \$2.50.

CAUTION—Do not pay subscription to any person unknown to you. Beware of Imposters.

REMITTANCE—Remit by express or postal orders, draft or currency to The Catholic School Journal, Milwaukee, Wis. Personal checks should add 10 cents for bank collection fee. Do not send stamps unless necessary. Renew in the name (individual, community or school) to which the magazine has been addressed.

DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment of postage.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

DESMOND PUBLISHING CO., Publishers
JOSEPH G. DESMOND, President and Managing Editor
445 Milwaukee St. MILWAUKEE, WIS.

CONTENTS FOR NOVEMBER, 1927 Volume 27 No. 6 Page Special Day of Prayer for Mexico......Cover Current Educational Notes, "Leslie Stanton"...... 253 Arousing Enthusiasm in Study, Sister Aloysius Gonzaga, S.C. In Service of Christ the King, Sister Susanna, S.C... 257 Correlation of Science Studies in High Schools, Rev. F. Joseph Kelly, Ph. D..... Three Gifts for the Divine Child, (A Christmas Play for Girls) Sister Mary Agnes, J.M..... Talks with Grade Teachers, Sister Mary Louise Cuff, S.S.J., Ph.D. The Mass-The Great Project, Rev. J. T. McMahon, M.A. Language Stories for the Grades, Katherine M. Starkey Humor of the School Room..... The Trend of Teacher Training, Rev. Sylvester Schmitz, O.S.B. Our Sisters and Longer Life, James J. Walsh, M.D. Ph.D. The Teaching of Religion, Rev. C. P. Bruehl, Ph.D. 276 Thanksgiving, Amelia E. Barr..... Compendium of High School (Academic) Religion, Sister M. John Berchmans, O.S.U., M.A...... Brevities of the Month..... 281 Editorial Comment 282 New Books Reviewed.....

EDITORIAL COMMENT

College Students and Success

Why go to college? It certainly seems to be regarded in this age as the thing to do, for those who can afford it. Never were there so many colleges and never such large enrollments of students as there are today. As to the reason for going to college, however, opinions seem to differ.

This was not always so—at least not to the extent observable at present. In older times there were instances in colleges of individuals among the student body who frittered away their time, but formerly these were exceptional. It would have been a hardy votary of frivolity in those days who would have confessed to the belief that one goes to college primarily for an object other than the pursuit of learning. The college was a place for

study.

In this age there are collegians not ashamed to avow that they are at college largely for the purpose of having a good time. Nor is this idea of the purpose of college altogether confined to the young. Parents have been known to observe that they send their children to college not so much for the acquisition of literary culture as for the attainment of social qualifications and the purpose of forming friendships that will be practically useful to them in later years.

Many are the institutions of higher learning where faithful plodders are referred to by their fellow students in terms of reproach because they habitually make study their first concern, instead of being chiefly interested in what are known as "student activities." Not a few are the students who pursue the real business of college furtively rather than incur the stigma of "grind" or "shark". For a long time the paradoxical assertion has gone un-

For a long time the paradoxical assertion has gone unchallenged that it is not the students who devote their college years to learning, but the "good mixers", the chaps who go in for popularity, that gain the prizes in later life. Professor Hugh Allen Smith of the University of Wisconsin has undertaken to subject this assertion to the test of statistics. His conclusion is that the assertion is utterly fallacious—that the world's rewards go to college students who study, not to those who waste their time.

He declares that of each fifteen honor graduates fourteen have attained success in a marked degree, while but one in forty-six of the graduates below the honor men has been equally successful. He has reached the further conclusion that "if a student belongs to the highest tenth of his class, in general to the group marked excellent, his chances of achieving a career in life distinguished by the approval of his fellow men are forty times as great as they are, on the average, if he belongs to the lower ninetenths."

So it pays to study!

The Unromantic in Education

We show signs of becoming complacent. Read the eulogies of Catholic educational effort and achievement, as they appear in papers and magazines. Then look through the lists of schools appended—Academies for girls with only an occasional boys' school, named. Perhaps enough is not done for our Catholic boys. They are surely worth the effort. We need Catholic leaders. Old as this may sound it never was as true as today. We want men who are not only leaders and Catholic, but leaders because Catholic. Their Catholicity must be the driving power in their lives and in their leadership. To be this, it must be the guiding force in their education. We have political leaders and we have a few thought leaders and literary men. But the number is sadly out of proportion to our population and position. This thought is not for the few, but for the many. Why could not our Catholic men be the leaders of thought in the communities, large or small, in which they live? The foundation is laid in the Catholic High School for Boys. True, this work has not the poetry that surrounds the Academy. It is stern work, and for generations we have been told that it is ungrateful work. But is this true? The modern boy is not a rowdy. Perhaps it is only in fiction that he ever was one. There is a wealth of culture and refinement and response in the boy soul. It can be brought to light. And it can be put to work. He is just as susceptible to the finer appreciations as his sister and he has in addition the constructive faculty. Everything we do for our boys we are doing for

the future position of the Church. If we do it with understanding and with vision, much of the tediousness of educational labor will be dissipated the response given in the present and the hope we have for the future. Perhaps we should call this the Romantic in education.

-Edmund Edyngton.

How to Study
Professor McMurry, in his book on
"How to Study", moralizes on the
fact that a questionnaire of teachers
undertaken for the purpose of gathering their ideas on that subject resulted in the discovery that a sadly large number of them seemed to think memorizing the contents of a volume synonymous with studying it. Only a few there were who reported that the method they pursued was to discover the main thought, and then to look for the principal arguments by which the main thought was supported, and finally to think about the whole. The serious student, if equipped with facilities, goes further than that. He endeavors to make a comparison of authorities, to pursue investigations into other volumes than the one immediately in hand, for the purpose of testing statements which seem doubtful or are insufficient to satisfy his desire of fuller knowledge. When he has gathered all the facts available, he proceeds to fix them in memory, and co-ordinate them with other facts derived from his previous reading or from his personal experience and observation—in other words, to master the subject as far as he can, and to make it his own. That is the student's way of studying, and is the right way. It consumes me, it necessitates labor, but it achieves results that amply repay the

An earlier writer than Professor McMurry observed: "There are five eminent means whereby the mind is improved in the knowledge of things, and these are Observation, Reading, Instruction by Lectures, Conversa-Instruction by Lectures, Conversa-tion, and Meditation; which last, in a most peculiar manner, is denominated Study." According to this prescrip-tion, the essence of study is meditation. The fuller the preparation for meditating upon a subject, the more valuable will be the reward, after making due allowance, of course, for the differences between thinkers depending upon differences in their natural powers.

It may be worth while to consider briefly the advantages derived from each of the five methods by which study is pursued, and to consider also their respective limitations. Observation is the notice we take of what goes on about us. All which we see, or hear or feel, which we perceive by sense or consciousness, or which we know in a direct manner, with scarcely any exercise of our reflecting faculties, or our reasoning powers, may be included under the general name Sometimes, observation. ever, our senses deceive us, as when sitting in a railway car at a station and seeing another car go by us it frequently seems as if we were in motion, while in fact we are standing still. Moreover, there are many things important to know of which we should remain in ignorance if we waited for them to come within the range of our own experience.

As to reading, it may be said that it opens the doors of the universe to one who sits in his easy chair; but books contain most of the folly as well as most of the wisdom of the world, and while knowledge may be gained by reading, thinking upon what is read is essential to separate the wheat from the chaff.

In reading, the attention sometimes lags, and certain passages may be obscure to the understanding. A good lecturer, on the other hand, keeps his audience alert throughout his discourse, and by the arts of oratory lays emphasis on what is important, so that is not likely to be missed. But when he has finished, what he has said cannot be referred to for refreshment of the memory, as is the case with a book.

In conversation, one may propose his doubts and difficulties, to be cleared up as they arise; he may ask for fuller information, and receive it while the desire for it is fresh. He may also add his contribution to the matter under discussion, enhancing its interest and tending whole subject unforgettably in his mind. Conversation at its best is a wonderful sharpener and improver of the mental powers.

But meditation must be superadded to the other methods of study, for to from observing and reading and attending upon lectures and participating in conversation it is essential that

we should engage in reflection. Let no one be disinclined toward study by consciousness that others have keener intellect than himself. The more he feels deficiency in that regard, the greater should be his determination to make up for the lack by assiduous endeavor. Let him remember the declaration of Cicero that "more men are ennobled by study than by nature." Does study appear irksome?. In that case, reflect upon the testimony of Addison: light in any particular study, art or science rises and improves in proporstient rises and improves in propor-tion to the application which we be-stow upon it. Thus, what was at first an exercise becomes at length an entertainment."

Teachers and Salaries

In the Twenty-first Annual Report of the Carnegie Foundation for the Advancement of Teaching, the Presi-dent of the Foundation, Dr. Henry S. Pritchett, devotes space to a consideration of the subject of teachers' salaries, and arrives at the conclusion that "if college professors today could be paid \$25,000 to \$50,000 a year, instead of \$5,000 to \$10,000, it would not result in filling the colleges and universities with supermen in teaching and research.

He goes on to assert that there has

been always a disparity between the financial rewards of teaching and those of business life, and continues:

The rewards of the average teacher are paid not in money but in the intellectual satisfaction of teaching and research, the fellowship of cultivated colleagues, and the companion-ship of young minds and young hearts. The great majority of teach-ers never get beyond the stage where they and their families must be content with a modest, and oftentimes a precarious, living."

He goes on to show, however, that teachers' salaries at the present time indicate a better appreciation of the services which teachers render to the community than was the case a comparatively few years ago. The report states that between 1913 and 1925 salaries paid to professors in institu-tions associated with the Carnegie Foundation doubled. Over the same period the cost of living rose only about 76 per cent. Thus these teach-ers are about one-third better off than they were in 1913. Between 1914 and 1925 the salaries of senior high school teachers advanced 86 per cent, and those of junior high school teachers 125 per cent. Hasty generalizations from these figures might easily be misleading, but the fact probably is that at the beginning of the period of comparison the junior high school teachers were more obviously underpaid than the seniors. The report states that "between 1914 and 1924 the pay of electricians rose nearly 125 per cent, of factory workers 126 per cent, and of day laborers 153 per cent." It is to be remembered that what were ordinary wages for unskilled labor a few years before the world war became inadequate to support life during the era of the high cost of living. It is also to be recost of living. It is also to be re-membered that the restriction of immigration has had a marked influence on the supply of unskilled labor, the market for which in this country is not likely in the near future to find itself overstocked. Furthermore, it is to be remembered that comparisons by percentages of increase are a very different thing from comparisons of actual wages.

Truthful History Needed

To the Editor of the Catholic

School Journal: Your September issue, on page 163, has an essay by Rev. Peter M. Dunne, S.J., headed, "The Impartial Teach-ing of History," which is of supreme importance. Here in Denton there are two State schools; one for teachers, which has 2,000 students; the other a teachers' college, with approximately 3,000 students. As may be expected, the atmosphere of both schools is Protestant, hence impar-tial history can hardly be looked for. Recently in one of these schools the case of Galileo was discussed, and, as usual, the conclusion was reached that he had been shamefully treated by the Church, as a proof that she is an enemy of science. Hence Catholics should see the great necessity of removing these wrong impressions against the Church. With many non-Catholics the Church was always wrong—tyranny her guiding spirit. Indeed, what is needed today is the teaching of impartial history. Leo teaching of impartial history. XIII told Pastor, who wrote of the history of the Popes, to expose true history, good and bad. (Rev.) Raymond Vernimont.

Denton, Texas.

Text-Books of Excellence

History

The Furlong Series of U.S. History

The Excelsior Series of U.S. History

Geography

The Branom and Ganey Social Geography (Ready Dec. 1st)

The Excelsior Series of Geographies

Religion

Bible and Church History Rev. Brother Eugene, O.S.F.

The Complete Graded Catechism Rev. Dr. Francis Jehlicka

The Kelly Catechisms

Spelling

The Graded Speller-Complete The Graded Speller-Part I, Part II The Graded Speller-By Grades Grade III to Grade VIII

William H. Sadlier

11 Park Place

New York

THE TREND OF TEACHER TRAINING

(Continued from Page 273)

Although it is commendable for sisters to work for degrees, much of the work taken in the past with this goal in view is questionable because it is lacking in definite co-ordination with specific, desirable goals of attainment. Consequent upon the unparalleled progress made in educational science in recent years, expert opinion is now practically unanimous in maintaining the view that differentiated teacher training is essential. The state normal schools are rapidly being transformed into teachers colleges and are operating four year specialized curricula leading to a bachelor's degree. One State Department has already taken cognizance of this modern trend in teacher training in their requirements for teachers' certificates. Other states are likely to adopt a similar course of action in the near

The Religious normal schools have not kept pace with this movement. The majority of them are still operating the traditional, two year general curriculum, and even this in many cases is clearly out of harmony with the future professional work of the prospective teacher. In general, the curricular offerings of these normal schools show a striking lack of uniformity regarding essential courses, and oftentimes the provisions for the practical training of candidate teachers are inadequate. The impression received from the study of the Religious normal schools and of the courses they are offering was that, in many cases, junior college work is confused with normal school work.

Associating this impression with the statement previously made regarding the courses pursued by in-service ously made regarding the courses pursued by in-service methods, one is forced to the conclusion that our teacher training program is woefully lacking in definite and desirable goals of attainment and out of harmony with modern educational progress. The need of the hour is a careful ADJUSTMENT OF OUR TEACHER TRAINING PROGRAM TO MEET MODERN EDUCATIONAL NEEDS. NEEDS.

COMPENDIUM OF HIGH SCHOOL (ACAD-EMIC) RELIGION

(Continued from Page 280)

called "mixti Arabibus," which later became "mytarabes," and finally by corruption "Mozarabs.

The Benedictine rite, which differed from the Roman

rite only in regard to the Divine office.

4. The Carmelite rite, dates from the twelfth century, and differs from the Latin rite in the Mass, administration of extreme unction, the office and the calendar of the

5. The Cistercian rite, which resembles the Benedictine rite as regards the office, and differs from the Roman rite in the administration of penance and extreme unc-

The Dominican rite, unlike the Roman, in the Mass and office.

IN SERVICE OF CHRIST THE KING

(Continued from Page 258)

time, have been corroded and discolored by the rust of misuse, or dinted and scarred by use in battles that should never have been fought; but from the depths of his sorrow-stricken soul thoughts of this nature may arise:

Again I kneel at Thy feet, O Christ, Crushed, torn, and sorrow-rent,
And beg for the Grace that once was mine,

Before these years wrong-spent.

Take back my soul, to Thy mercy, Christ,
In memory of the pain

Thy bleeding Heart, in anguish felt,
E'en this wrecked life to gain.

E en tims wrecked fire to gain.

In memory, too, of days long sped,
When in Thy Sacred Light,
I knelt and pledged my young heart's life
As true and loyal Knight.
In spite of all, Thou hast called me back
From battles never won,
Let my broken spirit serve Thee, yet,
As when young life begun.

As when young life begun.

NEW BOOKS REVIEWED

Selections from American Authors.
Printed in the Advanced Stage of
Pitman's Shorthand. New Era Edition. Cloth, 119 pages. Price, 75
cents net. Isaac Pitman & Sons,
New York

cents net. Isaac Pitman & Sons, New York.

Thankful Blossom. A Romance of the Jerseys, 1779. By Bret Harte. Printed in the Advanced Stage of Pitman Shorthand. New Era Edition. Cloth, 96 pages. Price, 60 cents net. Isaac Pitman & Sons, New York.

Both of these daintily printed little books will be prized by students of Pitman shorthand, affording delightful practice in reading shorthand as well as innumerable suggestions for making combinations of signs and overcoming other difficulties in taking notes. The larger of the two books contains passages from a number of favorite authors, including Benjamin Franklin, Washington Irving, Oliver Wendell Holmes and Mark Twain, and is supplied with a Key, in which the passages are reprinted in Roman type. "Thankful Blossom," presumably for more advanced students, is without a Key.

Better English Habits. By Alma Blount, Ph.D. (Cornell), Professor of English in the Michigan State Normal College, and Clark S. Northrup, Ph.D. (Cornell), Professor of English in Cornell University. Book One. Cloth, 378 pages. Price,..... Wheeler Publishing Company, Chicago.

pages. Price,..... Wheeler Publishing Company, Chicago.

Better English Habits. By Alma Blount, Ph.D. (Cornell), and Clark S. Northrup, Ph.D. (Cornell). Book Two. Cloth, 352 pages. Price,.... Wheeler Publishing Company, Chicago.

Teachers' Manual for Better English
Habits. By Alma Blount, Ph.D.
(Cornell), and Clark S. Northrup,
Ph.D. (Cornell). Book One. Cloth,
100 pages. Price,..... Wheeler
Publishing Company. Chicago.

100 pages. Price,..... Wheeler Publishing Company, Chicago.
Teachers' Manual for Better English Habits. By Alma Blount, Ph.D. (Cornell), and Clark S. Northrup, Ph.D. (Cornell). Book Two. Cloth, 83 pages. Price,..... Wheeler Publishing Company, Chicago.

These books present a course in English for four years, beginning with the Third Grade and ending with the Sixth, its object being to make the correct use of English in speaking and writing habitual, and to inspire the learners with interest in the subject that shall enlist their intelligent and hearty co-operation in effecting this important branch of their education. As might be expected, the text-books in this system are not supposed to be the all-in-all, but instruments, guides, helps to the teachers and the students, the students being dependent for further help upon their teachers, and also being trained in a manner tending to

qualify them for helping themselves. A careful examination of these books leads to the conviction that carried out in the spirit recommended by its projectors the system they embody will produce satisfactory results.

The Appreciation of Sculpture. By Lorado Taft. Stiff paper covers, 49 pages. Price, 35 cents net. American Library Association, Chi-

This is one of the series of handbooks entitled "Reading with a Purpose," which is intended to assist the average man and woman in the acquisition of culture by means of independent exertion with the aid of modern library facilities. As might be expected, Mr. Taft's enthusiasm for the art in which he has obtained acknowledged eminence enables him to write of it in a manner which not only illuminates but inspires.

Societas Christi. An Eight Days' Retreat, Founded on the Spiritual Exercises of St. Ignatius. By Mother St. Paul, Religious of the Retreat of the Sacred Heart House of Retreats, Birmingham. Author of "Lumen Christi," etc. Preface by the Rev. Joseph Rickaby, S.J. Cloth 244 pages. Price, \$2 net. Longmans, Green & Co., New York.

In his brief preface, Father Rickaby says that "Mother St. Paul has 'caught the mind of St. Ignatius,' as exhibited in his spiritual exercises meant to bring the devout into fellowship with the Master. His idea was that Christ calls for volunteers in a war against evil, and that those who would answer the call must form under His inspiration some definite resolution as to how they will respond, which formation of a resolution is called the election. These Meditations are to lead to this election and to assist in standing by it when made. The book will be useful not only at retreat time, but at other times when there is use for a book of meditations.

Practical English for New Americans.
By Rose M. O'Toole. Teachers'
Manual. Cloth, 145 pages. Price,
..... D. C. Heath and Company,
Boston.

The work of Miss O'Toole among non-English speaking pupils in the city of Cambridge attracted favorable attention as long as ten years ago, and after it had been demonstrated to admiration in the evening schools resulted in her appointment as a model teacher for the training of those in experienced in this important branch of immigrant education. Still later she has risen to work of supervision and direction in Americanization schools. The lessons and methods which she develops in this book are based on her wide experience. They are well-balanced, practical, and suited to the needs of adult minds. A unique feature of the book is its grouping of "Facts" at the end of each lesson, to be memorized by the pupils. These facts are such as will fit applicants for naturalization to answer questions likely to be put to them by the judge. At the same time

4000 MASTER SPEECHES

4,000 15-minute prepared speeches, orations, essays, debates, addresses and lectures on the following subjects: Finance, Education, Religion, Political, and Social Occasions. Speeches for Banquets, Church Societies, Club Talks, Reunions and Anniversaries, After-Dinner Talks, Noonday Lunch Talks. Debates for all occasions. 150 Stunts, 300 Stories and Toasts. 250 Speeches for Lions, Rotary and Kiwanis, etc. 400 for K. of P.; Masonic, I. O. O. F.; Elks, K. of C., American Legion, Bankers, Dentists, and Doctors. 1,000 School Speeches.

HIGH SCHOOL DEBATES

Over 1,000 Debates for High School Debating Classes. We can furnish debates on any question your school is debating. We prepare debates and speeches to order. WRITE for list. None sold to students.

PUBLIC SPEAKERS SOCIETY P. O. Box 304, Harrisburg, Pa.

\$-Need Xmas Money-\$

We want teachers — ambitious Boys and Girls to take advantage of our

XMAS CLUB PLAN!

You are a hustler and honest you need not invest one cent. Send stamp for particulars. Ad-

V. M. BASBAGILL

Xmas Club

220 N. 7th St. CAMBRIDGE, OHIO

HALF HOUR PLAYS

One for every child. 10 cents each
The Boston Tea Party
The Bishop's Silver Candlesticks
Rip Van Winkle
Capt. John Smith and Pocahontas
Robin Hood
Christmas at the Manor Hall
Rumpelstiltskin, also
Parliamentary Law for Young People

Parliamentary Law for Young People (For club and class use) 10 cents each; special rates for 50 of any of these

AUDITORIUM PRESS

New address: Lock Box 1273, Asheville, N. C.

CORRESPONDENCE COURSES

HARMONY, COUNTERPOINT, CANON & FUGUE, GREGORIAN CHANT

by

REV. F. JOS. KELLY,

Mus. Doc. F. R. C. O.
Holy Name Institute
9844 Woodward Ave., Detroit, Mich.

Special rates for classes of three or more

BOOK ORDERS FILLED
Books reviewed in The Journal can be promptly supplied. Send for list of Special Offerings.

DESMOND PUBLISHING COMPANY
445 Milwaukee St., Milwaukee, Wis.

¶Patronize The Journal's Advertisers

the foreigner struggling with the difficulties of an unfamiliar language is helped in its acquisition and furnished with instruction that will enable him to converse with English-speaking people on matters relating to American life and government.

Health and Success. By J. Mace Andress, Ph.D., Lecturer on Health dress, Ph.D., Lecturer on Health Education, Boston University, and W. A. Evans, M.D., Professor of Public Health, Medical School of Northwestern University, former Health Commissioner of Chicago. Cloth, 253 pages. Price, 76 cents net. Ginn and Company, Boston.

Health and Good Citizenship. By J. Mace Andress, Ph.D., and W. A. Evans, M.D. Cloth, 376 pages. Price, 96 cents. Ginn and Com-Evans, M.D. Price, 96 cen pany, Boston.

These are Book One and Book Two of the Practical Health Series. They are for the upper grammar grades. Their joint authors are well known, and the work of Dr. Evans as health editor of the Chicago Tribune, as president of the American Public Health Association, and in other capacities, has conspicuously identified him with hygienic progress in the minds of the American people. books are interesting and practical, aiming less at the imparting of technical knowledge in a formal way than at the creation of hygienic habits in the youth of the land, who will be the citizens of the future.

One Term Course in English and American Literature. An introduction to the Chief Authors in English American Literature, with Reading Lists and References for Further Study. By Benjamin A. Heydrick, A.M., Chairman of English Department, High School of Commerce, New York City. Cloth, 325 pages. Price, \$1.30 net. Noble and Noble, New York.

This is a book that is written to interest and instruct boys and girls. Much that is unessential has been omitted, while what is significant is presented with adequate fullness. By this plan of wise concentration space has been gained for a division devoted to quotations from celebrated writers for the purpose of memorizing, while the historical sketch is brought down to the current year. There are numto the current year. erous pictorial embellishments-portraits, specimens of handwriting, views of places, and a few reproductions of quaint illustrations from ear-

END SICKNESS THIS NEW WAY

No medicine, drugs or dieting. Just a light, small, comfortable inexpensive Radio-Active Pad, worn on the back by day and over the stomach at night. Sold on free trial. You can be sure it is helping you before you buy it. Over 100,000 sold on this plan. Thousands have written us that it healed them of Neuritis, Rheumatism, High Blood Pressure, Constipation, Nervous Prostration, Heart, Lungs, Liver, Kidney and Bladder trouble, etc. No matter what you have tried; or what your trouble may be, try Degnen's Radio-Active Solar Pad at our risk. Write today for FREE Trial offer and descriptive literature. Radium Appliance Co., 378 Bradbury Bldg., Los Angeles, Cal.

Brother John. A Tale of the First Franciscans. By Vida D. Scudder. Cloth, 336 pages. Price, \$2.50 net. Little, Brown, and Company, Bos-

'A man who shares the present-day concern for the social paradoxes and implications of the Christian faith will watch the varying attitudes of Lady Poverty's friends to questions Lady Poverty's menus to questions of property and war, and to the whole imposing mediaeval structure of Church and State, with a curious sense of fellowship." This is a surmise of the author, taken from the Preface, in which also question is raised as to whether the Thirteenth Century, seen by a Twentieth Century mind, can be the real Thirteenth Century. The author is consoled by the conclusion that "Life breathes from ancient records long perused." Certainly much study and meditation must have gone to the making of this delightful book, and callous must be the young lay reader to whom it will not yield profit as well as pleasure.

Directed History Study. Book Two. A Student's Workbook in American History. (Discovery to Constitution). By Charles C. Scheck, Ph.B., M.A., and M. Althea Orton, Instructors in Social Studies, Washington Junior High School, Rochester, New York. Stiff paper covers, 119 pages. Price, 56 cents net. World Book Company, Yonkerson-Hudson, New York.

Directed History Study. Book Three. (Period Since the Revolution). Scheck and Orton. Stiff paper covers, 119 pages. Price, 56 cents net. World Book Company, Yonkers-on-

Hudson, New York.

These books are for Seventh and Eighth grades organized in accordance with the problem method, and may be used with any basal textbook to vitalize the study of United States history, each book providing material for a full year's work. They are enriched with study directions, ques-tions, maps, etc., and contain space for illustrations, clipings and the student's own written work.

The Breed-French Speller. By Frederick S. Breed, Ph.D., Associate Professor of Education in the Unirioessor of Education in the University of Chicago, and William C. French, A.M., Superintendent of Public Schools, Drumright, Oklahoma. Cloth, 257 pages. Price,..... Lyons and Carnahan, Chicago.

The object of this book is to assist in the training of competent, unerring It is the outcome of scientific sellers. study of the problem, and in every detail of its make-up represents the conclusions of the foremost authorities. Persons in charge of the making of curriculums will do well to examine this decidedly up-to-date and excellent book.

George Eliot's "The Mill on the Floss." Edited by Myron R. Williams, Instructor in English, Phillips Exeter Academy. Cloth, 568 pages. Price,.... Henry Holt and Company, New York.

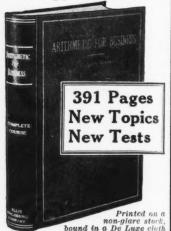
This volume is one of a series, under the general editorship of Wilbur

Never

Such a Text for Commercial Students!

Here concentrated between two covers is more arithmetical training on practical business topics and problems than you can get anywhere else in any one publication.

Whether you are now using a Commercial Arithmetic, or are contemplating using one, or adopting a new one, this book has a real message for you. It will bring you BIG RESULTS.



OTHER EFFECTIVE TITLES

Practical Law Quiz Manual. By Burritt Hamilton, LL.B. Contains 156 pages and is an invaluable aid to the experienced and inexperienced Law teacher. Net,

...\$.75

MAIL THIS COUPON Free Examination Offer ELLIS PUBLISHING COMPANY, Battle Creek, Michigan.

Send me a copy of Arithmetic for Business (\$1.25 postpaid) and....

Within 30 days after rec	
(or books), I will send	you \$
or return the samples. other titles that interest	
Nama	

School Address City..... State.....

Lucius Cross, entitled "English Readings for Students." It is enriched for its purpose by an introduction containing a brief biography of George Eliot, together with a consideration of her place in literature, as well as by copious and judicious Notes, and a list of "Subjects for Short Themes or Talks." The book is of convenient shape and size, and beautifully printed. The embellishments are a portrait of George Eliot and several views of localities, in black-and-white.

The Laws of Living Things. By Edward J. Menge, Ph.D., Sc.D., Director of the Department of Animal Biology, Marquette University, Mil-waukee; Late Professor of Biology, University of Dallas. With a Fore-word by Richard A. Muttkowski, Ph.D., Professor of Biology, Uni-versity of Detroit Cloth 530 versity of Detroit. Cloth, 530 pages. Price, \$1.72 net. The Bruce Publishing Company, Milwaukee. For the general reader, looking for a readable presentation of the subject

of biology, it would be difficult to find a better book than this. The especial purpose of the volume, however, is to serve as text on biology and physiology for use in high schools, and it is admirably adapted to this use. fessor Menge is to be commended not only for the scholarly qualities of his book, but also for a high degree of originality. The introductory chapters lay down principles applicable to study in general, which will prove a help to the mastery of other courses than that contained in this work. The course in biology which follows will supply those who master it with a body of knowledge valuable in itself as well as for the mental training likely to be acquired in the process.

Homer and His Influence. By John A. Scott, John C. Shafer Professor of Greek, Northwestern University. Cloth, 169 pages. Price,..... shall Jones Company, Massachusetts.

Aristophanes: His Plays and His Influence. By Louis E. Lord, Professor of Latin, Oberlin College. Cloth, 183 pages. Price, Marshall Jones Company, Boston, Massachusetts.

ristotelianism. By John Leofric Stocks, Professor of Philosophy, University of Manchester. Cloth, Marshall Jones Company, Aristotelianism. Boston, Massachusetts.

atore Rodolfo Lanciani, D.C.L., Oxford, LL.D., Harvard. Cloth, 169 pages. Price,.... Marshall Jones Company, Boston, Massachusetts. Ancient and Modern Rome.

These volumes are additions to the series bearing the general title "Our Debt to Greece and Rome," edited by George Depue Hadzsits, Ph.D., and David Moore Robinson, Ph.D., LL.D. The series is composed of a number of studies of special subjects coming within the scope of the main theme, and when completed will include fifty books. Each is the product of a con-temporaneous writer of authority in his field. All are scholarly, informing and attractive.

St. Anthony and The **Brothers Christopher**

The Franciscan Friars of the Atonement entertain as St. Anthony's guests at Graymoor the "Knights of the Road," commonly called tramps, but Graymoor's name for them is Brothers Christopher or Christ Bearers. Since our Lord said: "Inasmuch as ye did it unto the least of these my brethren ye did it unto Me." In maintaining this Franciscan tradition now seven hundred years old the Graymoor Friars have found St. Anthony of Padua their powerful and unfailing support. It is none other than St. Anthony himself who pays the bills contracted by the Atonement Fathers in dispensing Franciscan hospitality to some fifty or seventyfive Brothers Christopher every day the year round. The Wonder-worker of Padua obtains the money by granting the favors of many thousand Clients in all parts of the. United States and Canada who have recourse to his intercession through the Perpetual Novena to St. Anthony conducted by the Graymoor Friars at the Saint's Shrine on the summit of the Mount of the Atonement. A New Novena begins every Tuesday.

Out of the hundreds of thanksgivings which come to us constantly we publish below just a few by way of illustra-

Mrs. J. S., Marcus, Iowa: "Please accept this offering for St. Anthony's Poor. I promised him an offering for his Bread Fund if he would help me in a financial matter which he did. Please publish this that others may seek him in their troubles."

F. F., Napa, Calif.: "I had been out of employment for some time. I promised St. Anthony an offering if he would find some kind of a position for me. Almost immediately I was offered a position from a very unexpected source, I surely feel it was due to the wonderful intercession of the Saint."

H. L. and family, Minn.: "Enclosed find check for St. Anthony's Bread for the Poor. We promised him that amount if we did not lose any hogs from a terrible disease which was all around us. We were too poor to have them vaccinated and so we relied on the Sacred Heart, our Blessed Lady and dear St. Anthony. Our prayers were heard."

Mrs. G., Fruitvale, Calif.: "Enclosed find small offering for St. Anthony's Bread which I promised if I would have courage to undergo an operation for tuberculosis. I had and I am well again."

Address all petitions and thank-offerings to

ST. ANTHONY'S GRAYMOOR SHRINE Peekskill, N. Y. Drawer 81

Essentials of Spanish. By
Torres, Editor of El Eco.
414 pages. Price, \$1.50 net. bleday, Page & Company, Garden City, New York.

The idea of the author of this book, an editorial writer who has had valuable experience as a teacher in high schools and colleges, is to put within the compass of a single volume all that is required for the American student desirous of obtaining a working knowledge of the Spanish language, for use in speaking, reading and let-ter-writing. The contents include the fundamentals of Spanish grammar, a Spanish vocabulary made up of the words in every-day use, and a key to pronunciation, the rules of which are kept constantly before the learner, so that he may apply them at need with-out loss of time. There is also a sys-tem of well-graded exercises. Finally there is an excellent selection of read ing matter, this being of a connected character, and certain to be of interest to American students.

F.O.B. MILL BED SHEETS

Pillow cases, Sheeting; bleacht, unbleacht. Packed, 10 doz. Sheets. 25 doz. cases, 300 yds. Sheeting to

ARISTOCRAT BRAND

The strongest sheeting on the market. Made especially for fine retail and institution trade.

WRITE - WIRE - PHONE for Samples

Jas. J. O'Brien Mill Agent

209 4th St.

Troy, N. Y.

SPECIAL HOSIERY

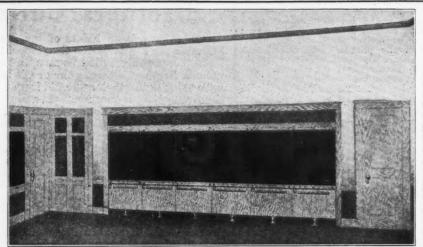
SISTERS AND PRIESTS so Wool Petticoats & Sweate
Write for Price List
Manufactured Exclusively For

CORA M. GEIS
386 Kenwood Blvd. MILWAUKEE, WIS.



All Doors
Open In One
Operation, Or
Any Door May
Be Opened
Individually

For Complete Information Write for Catalogue W-6



Above is an actual Photograph. There are many advantages in the Miller School Wardrobe; we mention the following

Genuine Bangor Slate Blackboard Solid Bronze Hardware Perfect Ventilation and Sanitation

No Petty Pilfering Reduction of Heating Expense Nothing to Get Out of Order

K-M SUPPLY CO. - 123 West 8th Street - KANSAS CITY, MISSOURI

Essentials of English

By Pearson and Kirchwey

An Unusually Successful Language Series
Presenting a Sensible Practical Combination of

Composition, Grammar & Literature

Lower Grades, Middle Grades, Higher Grades

American Book Company

330 E. 22nd Street, Chicago, Ill.

Directory of Supplies and Equipment ĹĦĬĦĬĦĬĦĬĦĬĦĬĦĬŔĬŔĬŔĬŔĬŔĬŔĬŔĬŔĬŔĬŔĬŔĬĸŶĸŊĸŊĸŊĸŊĸŊĸŊĸŊĸĬĸŢĸŢĸŢĸŊĸŊĸŊĸŊĸ

Historical Costumes

We make a specialty of furnishing schools with costumes and accessories suitable for historical and modern Write for estiplays.

New York Costume Co., Dept.O 137 N. Wabash Aveune, Chicago, Illinois



LIBRARY SUPPLIES



Write for free

Illustrated Catalog and Handbooks on School Library Organization.

GAYLORD BROS., Inc.

Stockton, Calif.

Academy of Our Lady 95th and Throop Sts., Chicago, Ill.

Accredited Boarding and Day School for Girls

Conducted by the School Sisters of Notre Dame College and Normal Preparatory, Domestic Science, Music, Art Address Sister Secretary

PLAYS!

PLAYS!

We have the newest and most attractive, as well as the largest assortment of plays in the world. Send four cents for our new list.

SAMUEL FRENCH

Oldest play publishers in the world 25 West 45th St., New York City

Speakers, Dialogues and Enter-tainments. Address Dept. F. Catalogue free on request AMES PUB. Co., Clvd. Ohio

STAGE SCENERY



SEND FOR CATALOGUE



¶ Mention The Journal When Writing.

DO YOU TEACH SCIENCE?

If so you should have our new catalog No. 38S. Prices have been reduced and you can now secure Milvay laboratory equipment at no more expense than ordinary science supplies cost. Our prompt service and high standard of quality makes our science materials most economical. If you teach any of the above sciences send for the free 450 page catalog today. Every page will interest you.

CHICAGO APPARATUS COMPANY

1735 No. Ashland Ave.

Chicago, Illinois

TIME SAVERS for TEACHERS

How much time could you save if you didn't have to copy problems on the board or dictate them to the pupils?

Britton Supplementary Booklets are new and perfectly fitted for each grade. Suited for review work as well as for home work. Arithmetic booklets for 2nd to 8th grades inclusive, language

for 5th and 6th grades, grammar book for 7th and 8th grades combined. Price 10c each copy, or 7c in lots of ten or more. Grammar 15c each. Answer books for 15c each.

THE BRITTON-GARDNER PRINTING COMPANY 205 Caxton Building Cleveland, Ohio

FOOD AND DRINK EQUIPMENT

Sani Products Co. North Chicago, Illinois

Selling Agents for the Marietta Mfg. Co. and Chicago Hardware Foundry Co.

TIRE HAS NO TERRORS for teachers and students who use POTTER TUBULAR SLIDE FIRE ESCAPES in their Fire Drills. It's the only Fire Escape of any kind (with a service record) approved by the Underwriters' Laboratories. .Catalog on request.

POTTER MFG. CORP 1863 Conway Bldg.

Plays for the Catholic Stage
"MY NEW CURATE"
Finest Catholic Drama Ever Written
"THE ANGELUS"
A Mixed Marriage Play Wonderful Lesson
Both plays have been successful wherever
played. Not for Grammar School Children.
Write to:
REV. BROTHER BENJAMIN, C.F.X.,
Supt. St. Mary's Industrial School
Baltimore, Maryland

TYPEWRITERS

\$3.00 Down, \$5.00 per Month. Invincible Rebuilt Typewriters. All makes, fully guaranteed. See us before buying. Low Rental Rates.

American Writing Machine Co.
Phone Grand 883 127 Second St.
Milwaukee, Wis.

Schoolroom Baseball

Send no money. Give name, address and grade. We will send 48 cards (3 x 6 in.) for 3 weeks free trial. Return cards or send 48c. Do you want add. & sub. or mult. & div. ball game?

Jones Mfg. Co., Alhambra, Cal.





war osed in these books contain actual questions, selected from past examinations, with complete answers. These questions and answers give the pupils an idea of the kind of questions saked and the nature of answers required. Save preparing test questions. Excellent for weekly tests and home assignment. Endorsed by educators and used in schools of all states.

-Agriculture 40c —Grammar & Composition 40c —Arthmetic 40c — Grammar & Composition 40c — Civil Government 40c — Penmanship 40c — Civil Government 40c — Penmanship 40c — Pe

of all states.

Agriculture 40c — Grammar & Composition 40c — Acarthmetic 40c — U. S. History 40c — Bookkeeping 40c — Orthography 40c — Bookkeeping 40c — Physiology 40c — Geography 40c — Reading 40c — Reading 40c — Reading 50c — 10c — Review Books for each student, we make the following low prices when a number are ordered at once. 4 or more copies, 35c each. 12 or more, 35c each. 120 more, 35c each. 100 or more 25c each. Have pupils club together and get the lower price.

TRY THEM AT OUR RISK.

price.

We are sure these books will please you-so sure that we will let you have them on trial, Indicate the books you need and enclose your check. If at the end of 10 days you are not fully satisfied, you may return the books and we will gladly return

WARP PUBLISHING CO.

MINDEN, NEBR.

¶ Patronize The Journal's Advertisers

Directory of Supplies and Equip **シインインインインインインインインインインインインインインイン**

A Replacement Well Without an Equal

ひひひひひひひひひひひひひひひ

The U. S. Inkwell takes care of replacements more quickly, and costs less than any other sehool desk inkwell that is made. It is noiseless—it is dust-proof, and the student cannot tinker with it or spill ink easily. We will supply your school direct from factory or you can get the U. S. Inkwell from any school supply jobber. Write today for free samples of the two sizes, Senior and Junior.



U. S. INKWELL COMPANY

410 S. W. 9th St.

Des Moines, L

W. J. Van der Meer Architect

Specializing in Churches, Hospitals and Schools

208 Mead Bldg. Illinois Rockford,



Would you like to know and understand scales and signatures perfectly? Make transposing and music fundamentals easy for the child with this accurate and interesting device.

THE TETTRACHORD, 7x11 in. Revolving disc. Eight page booklet of music instruction included. Price postrates when bought in quantity for class work, schools, etc.

Address: GLADYS T. STEPHENSON 1605 E. 12th St., Davenport, Iowa,

BASKETRY MATERIALS FOR SCHOOL USE

COLORED REED. Best quality in white, red, blue, green, gold, purple, brown, black, and pink. In firteen cent rolls or pound bundles. Discount on large orders. Wooden Basket Bases, Lamp Bases, Hanging Basket Frames, Glass and Cloth for trays. Colored Wooden Beads for trimming. Write for Free Instruction Sheet and Price List.

MARJORIE A. SPAULDING Dept. E, 366 I Street, Phillipsburg, Kansas.

LATIN GAMES

Three Latin Sentence Games, affording practice in the use of nouns, especially in the dative and accusative, nominative and ablative and locative cases. 50 cents each.

Write for descriptive circulars. THE LATIN GAME CO.
118 N. Meade St. Appleton, Wisconsin



The Little Flower

of Jesus

An inspiring slide portrayal of the life of this most glorious Saint. Rental charge of set, beautifully handcolored, with lecture \$2.50.

Write for catalog Catechism Slides Victor Animatograph Co. 181 Victor Bidg., Davenport, Iowa

Home Study: If you cannot attend high school or college, write for our bulletin on "How to Study at Home." High School, Bookkeeping, Shorthand, Typewriting, Engineering, Higher Accountancy, Normal Civil Service, Law, and many other courses thoroughly taught by mail. Bulletin Free. Write: Carnegie College, Rogers, Ohio.

FOR MARKING C FOR MARKING C FOR MARK FOR 10 FOR MARK STORES USED THE WORLD STORES USED THE OF SENT Prepaid 304

Translation

also Translations-of other Ancient and Modern Classics. We can also supply any Dictionary published, including the well known Students* Fyench, German, Italian and Spanish two-part Dictionaries, at \$1.25; Noble's Large Type Spanish-English, English-Spanish Dictionary, at \$4.00 postpaid. Cash with order. TRANSLATION FUDE GO. 76 FIFTH AVEs, N. Y. OITY

PLAYGROUND APPARATUS

PAROCHIAL SCHOOLS

MITCHELL MFG. CO.

1707 Forest Home Ave. Milwaukee - - - Wisconsin

Send for Free Catalog and Prices

THE DRAPER SANITARY ROLLER SHADE



The Draper Line of Adjustable Cotton Duck Shades Meets School Requirements Manufactured by The Luther O. Draper Shade Co.

Spiceland, Ind.

Good Clean Plays and Entertainments

The "House That Helps" is a good place to buy Entertainment Material of all publishers.

Some New Titles

Operettas, Songs, Etc. Eldridge Entertainment House, Inc. Franklin, Ohio. Also 922 S. Ogden St., Denver, Colo.

ALWAYS ask For DENISON'S —52 Years of Hits Comedy-Dramas, PLAYS Wandeville Acts, Farces, Musical PLAYS Monologs, Disclogs, Comedies, Revues, Chalk-Talk, Amateur Circus and Magic Books, Chalk-Talk, Amateur Circus and Magic Books, Opening Choruses, MINSTRELS Window Cards, Opening Choruses, MINSTRELS Window Cards, Complete First-Parts, with Song Programs. New Clever COMEDY SONGS foryour show. Make-up Goods, Wigs. CATALOGUE FREE, S. S. BYSINS & CA. \$22.50, Walash, Beat.141

T. S. DENISON & CO., 623 So. Wabash, Dept.141 Chicago

School and Church Plays

The Little Flower.
A Shower of Roses.
A Sose from the Little Queen.
St. Catherine.
That Child Labor Amendment.
The Graduates Make Their Choice.
Sweetness Comes to Earth.
A Christmas Play.
"Peace, Be Still."

50 cents each, payable by money order in advance.

Plays not Exchanged or Returned

SISTER MARY GILBERT

St. John's Academy 816 Union St., Schenectady, N. Y.

HISTORY TEACHERS!

HAVE YOU SEEN "OUR COUNTRY?"
If you are teaching American History in Junior High School, here is the answer to your question, "How can I save my pupils the needless drudgery of routine?" A class of eager, attentive pupils will result from their use of this outline. A Free sample copy will be sent upon request. SAMUEL O. KUHN, 3100 Broadway, New York, N.Y.

Wilson Rolling Partitions



One Room or Many As Occasion Demands

PY the use of Wilson Rolling Partitions large rooms can be quickly transformed into smaller ones for classes, meetings, etc. They are easily operated, and roll out of the way, vertically or horizontally. Can be installed in old as well as new buildings.

Send for 40 page Catalogue 70. 26

THE J. G. WILSON CORPORATION

ESTABLISHED 1876
II East 38th Street New York City Offices in all principal cities

Directory of Supplies and Equipment

A NEW PALMER METHOD HANDWRITING MANUAL FOR THIRD AND FOURTH GRADES

This is another self-teaching text-book, and an IMPORTANT LINK IN THE PALMER METHOD SERIES. The instructional part of this new book alternates between teachers and pupils, with such simplified language in the paragraphs to pupils as will fit the understanding of those in third and fourth grades.

The simplified drills lead directly to movement application in making letters and writing words and sentences.

The diagram of main and connective slant; the three elements and their applications to capitals, are some of the new outstanding practical features.

Measuring the Process and Product

The last seven pages of this new text-book of Palmer Method Handwriting for third and fourth grades teachers and pupils deal specifically with the scientific plan of measuring the process and product of muscular movement development and its application to writing. There are photo-engraved specimens (3 each) from third and fourth grade pupils for purposes of comparison. This is an entirely new feature in a text-book on practical handwriting and is making a strong appeal to teachers.

Retail price 15 cents with a special discount to schools.

A FREE SAMPLE COPY will be sent postpaid to any superintendent, principal or teacher who will write to our nearest office for it.

THE A. N. PALMER COMPANY

55 Fifth Avenue New York City

2128 Calumet Avenue Palmer Building Chicago, Ill. Palmer Building Cedar Rapids, Iowa

Pittock Building Portland, Oregon

United States Government Most Popular Amus Apparatus ever invented

Playground Apparatus

We carry a complete line of playground apparatus especially adapted for school use. Hundreds of schools thruout the United States have their playground equipped with Tothill slides, teter-totter, giant strides, etc. Our playground apparatus is durable, strong and safe, and every piece leaving our factory is guaranteed. is guaranteed.

Write today for our catalog on Playground

W. S. TOTHILL CHICAGO, ILL., Est. 1875

For Character-Building

THE ATLANTIC READERS

By Dr. Randall J. Condon Superintendent of Schools, Cincinnati, Ohio

Book 1, The Understanding Prince Grade 4
Book 2, High and Far Grade 5
Book 3, The Wonderful Tune Grade 6
Book 4, The Great Conquest Grade 7
Book 5, Outward Bound Grade 8

These readers are the outgrowth of Dr. Condon's profound personal conviction that soul culture is the most important and most

necessary phase of education, and that the development of personal character is the thing of greatest

Designed primarily as textbooks of moral education, these books are filled with material of ethical importance, most of it being new

to school readers.

Mailing price of each volume, 85 cents

LITTLE, BROWN & COMPANY

34 Beacon Street, Boston

221 East Twentieth Street, Chicago

ACTING PLAYS

For Amateurs Monologs, Recitations Drills, Minstrel and Vaudeville Jokes and sketches; ideas for entertainment.

Send for Free Catalog
DRAMATIC PUBLISHING COMPANY
542 South Dearborn St. CHICAGO. ILL.

ESTABLISHED 1888 CLAYTON F. SUMMY CO.

PUBLISHERS OF STANDARD MUSIC 429 So. Wahash Ave., Chicago Illinois.

A General Supply House for Teaching and Recreation Music for Schools

Send for Catalog

Please mention The Journal when writing.



"A Dainty Delight"

Milwaukee Consolidated Music Co. Successor to
ROHLFING SONS MUSIC CO.
NAU & SCHMIDT MUSIC CO.

Everything in Music and

Musical Merchandise 126 Oneida Street MILWAUKER -Mail orders given special attention

The TEACHERS EXCHANGE

of BOSTON 120 BOYLSTON ST. Recommends Teachers Discriminatingly

JOSEPH GILLOTT'S

STEEL PENS

The Standard Pens of the World

Gold Medals, Paris, 1878 and 1889. Highest Award at Chicago, 1892.



cted Numbers: 303, 404, 604 E. F., 601 E. F., 332 1044, and Stub points 1008, 1043. Vertical Writing, 1045, 1046, and 1047 ASK YOUR DEALER FOR THEM

Distributors:
ALFRED FIELD & CO., Inc.
93 Chambers St., New York

Repairing Promptly Attended to

William G. Williams

Contractor and Builder STORM SASH, WEATHER STRIPS WINDOW SCREENS a SPECIALTY School and Clergy Trade Invited 352 Jackson St., MILWAUKER

Manufacturing of

Fraternal and
Religious Jewelry
Nurses Badges,
Class Rings
and Pins



FRED J. THELEMAN Office and Factory
Milwaukee, Wis. 133 Second Street

Black and White

Patterns To Cut and Color

To Cut and Color Series No. 1. By Susan Lowe Contains 7 patterns for Nov. of Turkey, Horn of Pienty, Puritan Man and Maid, Indian Chief. Pine Tree, Log Cabin, and Sheets 9½ inches by 12½ inches Tree, Complete instructions for cutting, 12½ inches Complete instructions for cutting, 12½ inches Complete instructions for cutting, coloring and using patterns in the Primary Grades. These patterns are the best in form and proportion. Printed from real cut patterns that are especially designed for children. Can be used as hektographed outlines or as cutting models against the blackboard. Assembled in attractive folder, Price 60 cents postpaid. Do not send stamps. When ordering ask for the Free outline pattern of a Window Picture. Send for circular on Christmas Greetling cards to color and sell. Dept. C 736 W. 173rd St., FAIRBAIRN ART COMPANY New York City

Sweeps Cleaner Saves Money



moistened,"

needs no "Floor Powder" nor "Floor Oil" which saves all that expense (from \$20 to \$30 saved during the life of each Brush.)

30 DAYS FREE TRIAL-Express Pres MILWAUKEE DUSTLESS **BRUSH COMPANY**

186 Twenty-second St.

Milwaukoe, Wis.



The Improved "DETROIT CHAIR-DESKS (as illustrated) is highly praised by Authorities on Modern School Equipment.

The entire "DETROIT" line consists of High School Single and Double Unit Tables, Tablet Arm Chairs, Kindergarten Tables and Chairs and is worthy of serious considera-

Detailed information on the complete line will be furnished on request.

Detroit School Equipment Company

Holly. Michigan



Thousands of Schools Now Properly Equipped to Teach Science

The past few years have witnessed a wonderful transformation in the Laboratory Equipment of the Schools and Colleges of America.

Hundreds of new schools have been built-and in most of them -as well as in hundreds of old schools-Kewaunee Laboratory Furniture has been installed.

We are anxious to send full information about good Laboratory Furniture to any science instructor. Just ask for a copy of the Kewaunee Book. Address all inquiries to the factory at Kewaunee.



Central Apparatus and Display Case No. 1457

Suitable for practically all splay purposes. Four sliding pors give access from both des. Shelves are adjustable.

REMUNINCE MG. C. LABORATORY FURNITURE EXPERTS C. G. Campbell, Treas. and Gen. Mgr. 118 Lincoln Ave. Kewaunee, Wis. New York Office: 70 Fifth Avenue Chicago Office: 1511 Kimball Bldg. 25 E. Jackson Blvd.

Offices in Principal Cities



Biology Laboratory Table No. 1000

For laboratories where it is desirable to have students all face one way. This table accommodates two students.



Physics Laboratory Table No. 700

Very popular with teachers. Very substantially built. Can be supplied, if desired, with lower cupboard and drawers.



Chemical Desk No. 850

A good practical design at a moderate price that embodies all the essential features of the more elaborate desks.

